



Monger, Alastair. (2012). Development of Transnational Work-Based Learning in the Curriculum - An Approach Informed by the Student Experience. Technology School.

Downloaded from <http://ssudl.solent.ac.uk/2304/>

Usage Guidelines

Please refer to usage guidelines at <http://ssudl.solent.ac.uk/policies.html> or alternatively contact ir.admin@solent.ac.uk.

An HEA/UKCISA “Connections” Project

Higher Education Academy/UK Council for International Student Affairs



Development of Transnational Work-Based Learning in the Curriculum: An Approach Informed by the Student Experience

An Open Educational Resource from the Project



Technology School

Faculty of Maritime and Technology, Southampton Solent University

June 2012

Contents

An HEA/UKCISA “Connections” Project	1
Contents	2
Abstract	4
Preamble	5
1 Introduction	6
2 Methodology	7
3 Knowledge, Skills and Attitudes in the Global Economy	8
4 Internationalising the Graduate Skills Development Curriculum	9
5 Development of Transnational Work Placements	10
Table: A Transnational Work-Based Placement Life-Cycle Model	11
6 Attracting Students to Transnational Placements	12
7 Conclusions	13
8 References	14
9 Appendix – Project Background	15
9.1 The Project Team and Roles	15
9.2 Collaborating Employers and Placement Work/Role	16
9.3 Intended and Achieved Outcomes	17
9.4 EPlus, Leonardo Mobility and “Connections” Projects Overview	17
9.5 Project Research Plan	18
10 Appendix – Student and Employer Perspectives	20
10.1 Student Transnational Work Placement Perspectives (Group Interviews)	20
10.1.1 ANS Ltd (Basingstoke) – Placement End – 23 rd February 2012	20
10.1.2 UKplc (Aldermaston) & SSU (LIS) – Placement Start – 29 th February 2012	22

10.1.3	UKplc (Aldermaston) & SSU (LIS) – Placement End – 19th April 2012.....	24
10.1.4	Roland Berger (Munich) – Placement End Only – 11 th April 2012	26
10.2	Student Preconceptions of Transnational Placements (Survey).....	28
10.2.1	Preconceptions Questionnaire	28
10.2.2	Preconceptions Questionnaire Results	29
10.3	Employer Perspectives.....	33
10.3.1	Placement Group Interview – End – 19 th April 2012.....	33
10.3.2	Employer Perspectives (EISC Ltd’s Enterprise Europe Network) – Questionnaire	35
10.3.3	Employer Perspectives (EISC Ltd’s Enterprise Europe Network) – Results.....	38
10.3.4	Roland Berger (Munich) Perspective of Placement – End – 9th May 2012	48
11	Appendix – Internationalising the Graduate Skills Development Curriculum	50
11.1	Graduate Development Unit - “Introductory” Activity.....	50
11.2	Graduate Development Unit - “Getting your CV right” Activity	51
11.3	Graduate Development Unit - “Global Project Management” Activity.....	52
12	Appendix - Development of Transnational Work Placements.....	53
12.1	“Reflections of an Intern” Transnational Blog	53
12.2	Placement Opportunity in Germany “Flier”	54
13	Appendix - “Connections” Project Events.....	55
13.1	Employer/Student Interviews and Networking – 19th April 2012	55
13.2	Dissemination – 28 th June 2012	56
14	Appendix - Transnational and Institutional Comparative Review	57
14.1	Introduction	57
14.2	Higher and Vocational Education in Germany and the UK	57
14.3	Meeting the Industry Need for Employable Graduates.....	58
14.4	References	61

Abstract

This pilot HEA/UKCISA “Connections” project undertaken primarily from mid-February to June 2012 draws by interview upon the experiences of technology students and their host employers on work placement abroad, and the perspectives of other surveyed students and employers, to contribute to the development of transnational/international WBL in the curriculum. It extends the “transnational employability” theme of related University and Leonardo Mobility funded collaborative projects involving the Technology School, b.i.b. and EISC Ltd since September 2010.

All of the transnational work placement students (one in Munich and six in Hampshire) and their employers confirmed that the placement was entirely beneficial both to the student and to the employer. In particular, one of the students developed an online application for students to use in self-managing the process of meeting work placement documentation and other requirements. Furthermore, the students’ perspective that the experience enhanced their employability is entirely consistent with the literature.

Outcomes from the project include:

- a life-cycle model for supporting transnational work placement in the curriculum
- a first attempt to attract students to transnational work placement using social media
- a brief analysis of perspectives of the knowledge, skills and attitudes required to work globally with reference to a published “graduate attributes” framework
- example internationalised learning activities related to graduate employability skills development

However, there is scope for further development of these pilot outcomes.

Whilst conclusions are drawn, all the interview transcripts (which have been checked and approved for publication by the participants) and survey data are provided for others to draw their own conclusions. This project resource is written to be as applicable as possible to other institutions, although there is inevitably some content specific to the collaborating institutions.

Finally, this “Connections” project, as evidenced by its reports and events, has indeed connected faculties, services, students and employers within and across institutions and national boundaries. It has also led to unexpected benefits including realised and potential collaborations with UK and European employers.

Preamble

This UKCISA/HEA Connections pilot project¹ was undertaken collaboratively by the Technology School of Southampton Solent University (SSU), the b.i.b. International College² (Germany), EISC Ltd³ and 2 computing students (one representing the SSU Solent Students Union). The work was carried out in 2012 primarily from mid-February to June with dissemination in late June. The report for this project, which refers to this open resource, is available on the UKCISA web site.

It extends the “transnational employability” theme of related strategic University and Leonardo Mobility funded projects involving the Technology School, b.i.b. and EISC Ltd. An overview of these projects and their relationship is provided in 9.4.

This resource focuses on providing findings that should be of value to SSU and b.i.b. more widely and to other institutions. It provides context only to the extent that this should help clarify the scope and limitations of the findings. All essential project design artefacts (questionnaires, interviews etc) and resulting transcripts and data are included. Interested parties can then draw their own conclusions, draw upon it for other studies or indeed could contribute to a more substantive study. The main sections and conclusions of this report are therefore relatively brief, and the appendices extensive!

The participating employers readily agreed to be identified in this report, and gave approval for the inclusion of their company logos. The names of the participating students are also included. However, no specific contact information is included.

¹ Ethical clearance was obtained from the University for this project.

² b.i.b. is the “Bildungszentrum fuer Informationverarbeitende Berufe” - translated as the “Educational Centre for Information Processing Professions”. The English section on their web site at www.bib.de describes who they are, what they do, their links with employers etc.

³ EISC Ltd - European Information Service Centre (an Enterprise Europe company) located in offices at the Southampton & Fareham Chamber of Commerce & Industry in Southampton.

1 Introduction

There is evidence that transnational⁴ work-based learning⁵ enhances employability. For example, a Council for Industry and Higher Education study (Archer, Davison 2008) of 233 employers includes in its header, quoted by Macleod, *“The value of [a student’s] international experience goes beyond purely the acquisition of language - it lies in the ability to see business and personal issues from other than your own cultural perspective.”* and, in its summary, *“Moreover “65% of international employers indicate that having overseas professional work experience makes graduates more employable”*. However, what are student and employer views of these issues based on current transnational work-based learning experiences?, does this triangulate with the literature? and how might this inform the curriculum?

According to Erasmus statistics available on the British Council web site, only about 500 UK students pursued work placements in “Science, Mathematics and Computing” in 2009-10 (2010-11 data not available). What might be reasons for this based on current student perspectives?, how might participation be increased using contemporary approaches such as social media? and how might a transnational work placement programme be supported?

This pilot project tackles these questions by building on the related EPlus and Leonardo Mobility projects (summarised in 9.4). The methodology for achieving the intended project outcomes (refer section 9.3) and tackling these questions is outlined in section 2.

In particular, it has drawn on indicative student and employer perspectives of transnational work-based placements underway in the UK and Germany during this further project. This has enabled a brief analysis, discussed in section 3, of the knowledge, skills and attitudes required to work in business and industry internationally, and benefits and problems of transnational work placements. This analysis has informed internationalisation enhancements to the graduate skills development curriculum in section 4, and potential teaching and learning activities for all students, home and international, and whether they actually pursue a transnational work placement or not. Section 5 discusses the development of transnational work placements including a proposed lifecycle model. Section 6 discusses a student-focussed approach using social media to attract students to transnational work placements.

Overall conclusions are the drawn including an indication of how this pilot work might be taken forward.

⁴ The terms transnational and International are used rather loosely in this report, although a distinction can be drawn. Transnational tends to imply a sense of flow across borders, eg working in another national context. International tends to imply a sense of interaction, eg companies from different nations working collaboratively.

⁵ The WBL focus in this context is on (transnational) work placements and work-related learning for students not in full-time employment.

2 Methodology

This project is informed by a transnational and institutional comparative literature review with respect to graduate employability, including work-based learning and mobility within the EU, which was compiled during the EPlus project. This review and associated references are therefore included in appendix 14. A research project plan (9.5) was devised to meet the intended project outcomes (9.4). Essentially, the plan incorporated a methodology based on triangulating current student and employer perspectives of working internationally with the literature, and hence leading to enhancements to the WBL curriculum with respect to developing skills⁶ and transnational work placements.

Student and Employer Placement Perspectives

Current and potential 2nd year (level 5) Technology placement students and their employers were interviewed and surveyed⁷ including:

1. Start and end group interviews of student-focussed core group⁸
A group interview method was chosen because of the small group size, and to facilitate an efficient and effective synthesis of the perspective of the participants. 2 students.
2. Group interview of employers
A group interview method was chosen for the same reason as above, and at the end only to avoid taking up too much employer time.
3. Erasmus SSU student interviewed at Roland Berger
An individual interview, based on similar questions, was conducted particularly because of the valuable perspective gained from a longer 48-week experience.
4. Roland Berger in-depth “case study” and employer interview
An individual interview, based on similar questions, was conducted particularly because of the position and business of Roland Berger in the global economy.

EISC has access to an European-wide network of enterprises (which was also drawn upon in identifying the work placement opportunities). An online survey URL was sent to this network using the email address in the database. Although response rates are normally low with this approach, it nevertheless was the most efficient and cost-effective solution to gain this additional data. The interview transcripts and survey findings can be found in appendix 10.

Attracting Students to Transnational Work Placements

All the 2nd year SSU students who attended class during the survey week were asked to complete a paper questionnaire about their preconceptions about transnational work-based learning in the curriculum perceptions at the start of a social media trial to attract students (section 6). Although this required manual processing, it was decided that this approach would maximise the return. It was the intention to measure the effect of using social media by surveying the students at the end of the trial, but this proved impractical as the students had started their examinations period. The survey findings can be found in appendix 10.2.

⁶ The plan scoped the design of learning activities to providing a basis for further development in the future and placed greater emphasis on the immediate “promotional/connecting” potential of the project.

⁷ The questionnaires and interview questions were not piloted because of the tight timescales. However, revisions to the interviews were made as indicated.

⁸ The 2 students based at Basingstoke were interviewed at the end only because the project had only just started.

3 Knowledge, Skills and Attitudes in the Global Economy

Introduction

Universities and other organisations have proposed definitions of attributes that graduates should achieve (Yorke etc). In order to triangulate the student and employer perspectives in this project with a well researched and established framework, Graduate Attributes Indicators (GAI) has been chosen (Oliver 2012). In particular, this is based on significant primary data from Australian HE institutions and beyond. In addition to expected attributes such as Written and Oral Communication, Teamwork and IT Skills, it also includes Intercultural Understanding.

Analysis of the Student and Employer Perspectives

GAI - Written and Oral Communication Skills

Interpersonal and communication skills (P.49) is rated highly in the survey of employers.

Teamwork Skills

Ability to work as part of a team... (P.51) is rated as top in the survey of employers.

Intercultural Understanding⁹

The student confirmed in the start and end interviews (10.1) the importance of intercultural understanding including *“a sensitivity to other cultures”*.

Using ICT

It is evident in the student interviews (eg 10.1.1, 10.1.4) that IT skills were helpful, notably *“IT skills are a great international means of communication”*. The global predominance and consistency of office and software development tools IT tools also clearly helps as indicated by the employer view that *“The international language of IT is English”*.

OTHER - Language Skills

Language skills are clearly important (10.1.1,10.3.3). However, *“Much of the language of IT is also in English”* (10.3.1) and *“but those without much German could get by if they were keen to learn and fit in”*¹⁰.

Attitudes

Unsurprisingly, *“Being motivated and enthusiastic”* by employees (10.3.3). The students indicated *“Open to new things, adaptable, confident”*¹¹ and *“Being prepared to take risks and move out of one’s comfort zone”* (10.1.1).

Discipline-Specific Skills

It is evident (P.49) that computing/IT skills were highly valued (and additionally helped because of the international nature of IT).

Fresh Insights?

Although the pilot study did not tease out any particularly significant fresh insight to inform the international graduate skills development curriculum, it did to some extent reinforce the currency and relevance of GAI and other established frameworks.

⁹ Some comments in the surveys/transcripts are highlighted in green. “Using IT” in yellow.

¹⁰ Refer to the note in section 5 that indicates that language is not necessarily a barrier.

¹¹ Raising the confidence of students with the potential to achieve globally is a challenge as discussed in 5.

4 Internationalising the Graduate Skills Development Curriculum

Introduction

There appears comparatively little in the literature on internationalising the graduate skills development curriculum particularly in a disciplinary context of, for example, STEM subjects. One exception though is a technical contribution to computing/IT from Loughborough University available in the Internationalisation section on the HEA website.

This section presents, in the context of graduate skills development in the Technology School, potential “quick-win” and cross-discipline international enhancements to the curriculum.

Graduate Development Unit

Graduate Development is a 20 credit point level 5 unit that is delivered on the 2nd year of virtually all the courses in the Technology School. The following introduces the unit to the student:

Graduate Development is designed to support you in understanding the professional and other opportunities that are available to you as a Graduate, to help you develop a sense of where you might like to be when you graduate and to develop a personal 'road map' for getting there. The unit is divided into four themes:

- *Graduate skills and attributes*
- *Career development*
- *Developing a final year project proposal*
- *professionalism and 'your industry'*

Each of these themes comprises a number of activities, some of which require you to undertake specific preparation prior to attending. The materials that you produce from activities and preparation tasks need to be kept in electronic form because this evidence of your participation will form part of a portfolio that is submitted at the end of the unit.

Internationalising Learning Activities

Graduate Opportunities (refer 10.4) is the first of 12 existing “formulaic” activities. It shows a “quick-win” example of internationalising an activity. Further examples include introducing the Europass CV in “Getting your CV right” (refer 10.5) and international dimensions to professional bodies (eg the British Computer Society).

“Global Project Management” activity (refer 10.6) is a proposed activity that would expose the students to temporal, geographical, intercultural and language issues. This could be made more discipline specific, for example, a global software development project or a global marketing development project.

As anticipated, it will not be possible to trial and fully evaluate these activities until next academic year.

5 Development of Transnational Work Placements

Introduction

Considerable collaborative work has already been put in since September 2010 in resourcing, attracting (refer flier 12.2), matching, preparing, inducting and supporting at work the 6 Leonardo Mobility supported b.i.b. students in Hampshire and the Erasmus-supported School student in Munich for the 2011-12 academic year. This developing “life-cycle” process, which is discussed in more detail below, is currently underway for 2012-13 with 2 School students now placed in Roland Berger¹² and with a further 4 b.i.b. students (under a final year of Leonardo funding) to be matched to the same companies as this year.

A Transnational Work Placement Life-Cycle Model

The life-cycle¹³, which should be consistent with the institution’s requirements for work placements, includes key additional institution, student and company responsibilities (indicated in red) for the transnational dimension. References to the interviews and surveys (appendix 10) are included where the students and companies have informed the life-cycle.

With reference to resourcing, the collaborative approach taken so far, and the survey (10.3.3) that showed that 70% (of 66 mainly UK) companies are prepared to take placement students, raises confidence that a sufficient supply of companies can be established and maintained. Attracting more students to transnational placements presents a challenge which is discussed in section 6.

Managing the process of matching students to companies is considered a key institutional responsibility. However, it is recommended that the student takes central responsibility for ensuring that all listed requirements (academic, financial and domestic) have been met and documented online (with input from the company and institution as appropriate) during the preparation stage. For example, the student takes responsibility for applying for Erasmus funding and for finding accommodation from approved sources.

It is clearly evident that the development of transnational work placements requires considerable work by the institutions, companies and students, but the benefits are clear from the interviews and in the literature and will not be repeated here.

Vision of the Future?

The pilot realisation of work placements shows the potential to develop work placements in Europe and further afield. We have doubled (!) the numbers in the Technology School, and there is the potential of attracting new students to a distinctive and viable offering of transnational work placement opportunities supported by an effective and efficient process¹⁴.

¹² As a global organisation, Roland Berger were able to place one of the students in a role that is appropriate for an enthusiastic beginner in the German language.

¹³ This complements a lifecycle (prepare, induct etc) for preparing students for international study abroad.

¹⁴ It is the intention to extend the online application in the future to cover additional transnational work placement requirements.

Table: A Transnational Work-Based Placement Life-Cycle Model

RESOURCE	→	ATTRACT	→	MATCH	→	PREPARE	→	INDUCT	→	WORK	→	ASSESS
Institution(s) - Apply for funding (Leonardo Mobility, Erasmus) - Identify companies abroad - Identify collaborating or support institution abroad (10.1.3)		Institution(s) - Inform/Inspire students of/to opportunities		Institution(s) - Coordinate application process		Institution(s) - Language training Intercultural training - Institutional requirements for placements (inc. risk assessments etc) - Requirements list for students		Institution(s) - Intro to local support tutor - Intercultural training		Institution(s) - Monitor placement including transnational visit		Institution(s) - Assess work placement
Student -		Student - Engage with blog		Student - Letter of application/CV - Apply for funding - Student arranges Skype interview		Student - Find accommodation, arrange insurance etc as per requirements list		Student Attend induction		Student - Complete project work and assessment - social media peer support network (10)		Student - Submit assessment
Company - Respond with outline job spec. (inc. software tools etc)		Company -		Company -		Company - Meet company reqs. - Provision of desk space etc		Company - Company specific induction		Company - Monitor work, and provide feedback		Company - Contribute to assessment (in English)
Notes - Virtually essential that the institutions find the placement opportunities - Additional funding support is very important		Notes		Notes - Aim for 2 in same company for mutual support (10.1.2) - Essential for institution to manage matching process		Notes - Institution and company can help with finding accommodation - Language translation of documents may be necessary ¹⁵ - Essential that student takes responsibility		Notes		Notes		Notes

← EVALUATE, IMPROVE and PLAN for next iteration of the cycle

¹⁵ Contemporary language translation software such as Google Translator could help significantly in ensuring efficient translation.

6 Attracting Students to Transnational Placements

Introduction

This section describes the design, implementation and outcome of the social media experiment undertaken by Albert Morvay (placement student and blogger) and fellow student and team member Robbie Aftab (Students Union Academic Affairs Officer).

Initially, with the project proposal brief as the starting point, they brainstormed the what, why and how of this experiment. This reinforced the main objective to motivate students to go on transnational placement, but additionally to provide a useful resource for students considering or preparing for a transnational work placement.

Design

Essentially, after considering various social media options, it was decided to implement an externally hosted blog “Reflections of an Intern” run by Albert with the prior approval of Roland Berger Strategy Consultants. The blog¹⁶ would essentially be a timeline narrative of being on transnational placement starting with a blog post about the placement and concluding with calling peer students to action! The chosen blogging tool also provides a comprehensive range of statistics that should provide valuable measures of the impact of the blog.

Implementation and Restrictions

In order to facilitate engagement with the blog, a 250 word post limit was imposed. The reasoning being that it doesn't leave too much for Albert to write, students to read and then if they have any questions they can ask them, and more than likely they should do since the blog post would only cover the essentials. Furthermore no account is needed to access the blog.

The blog would run from the 23rd April to the 8th June at the end of term, with narrative posts made by Albert normally every week. All 200 2nd year students on the IT and computing courses were informed by email followed by timely reminders, and the schedule designed to accommodate as far as possible the very busy end of session schedule of assessments for the students.

Outcome and Evaluation

The outcome was disappointing, but not entirely unexpected. It is the intention, with Albert's as an advisor, to run the blog next year with the 2 new students¹⁷.

¹⁶ It may be helpful to illustrate this discussion by referring to the blog at <http://reflectionsofanintern.wordpress.com>. The persistence of this blog cannot be guaranteed though, and some screenshots are therefore provided in 12.1

¹⁷ Albert is continuing to work at Roland Berger whilst completing his degree part-time.

7 Conclusions

Transnational Work Placements

1. Pilot reciprocal transnational work placements have been completed successfully based on EU funding to support the students and time freely given by many colleagues collaborating in three institutions.
2. All the students and employers without exception were unequivocal that the transnational placement was a success for both parties. In particular, international experience contributed to enhanced employability for the students, and valuable work completed for the employers.
3. Based on this experience, a work placement lifecycle has been established which should inform the potential to develop and operate a scalable, effective, efficient, beneficial and viable transnational work placement programme.
4. However, a sustainable transnational work placement programme is unlikely to succeed unless this lifecycle incorporates clearly informed and achievable faculty, student and company responsibilities that meet the regulations. In particular, the student should play a central role in ensuring that specified academic, financial, domestic and regulatory requirements have been met.
5. Further work, including using social media, is needed to attract student to these opportunities. However, it may be that providing a distinctive provision of transnational opportunities may attract additional students.
6. Initial lack of foreign language skills need not necessarily be a barrier, and the supply of transnational opportunities (in this faculty context) exceeds the demand.
7. Finally, if internationalisation is a key element and priority of a University or Faculty strategic plan, then it should include a transnational work placement programme. Resourcing would then be needed to initially establish a sustainable lifecycle infrastructure.

Internationalising the Curriculum

8. Although the pilot study did not tease out any particularly significant fresh insight into the international curriculum, it did reinforce the currency and relevance of existing graduate attributes skills frameworks.
9. The example graduate skills development learning activities show that it is relatively straightforward (and resource neutral) to enhance the curriculum with activities that develop international knowledge and skills for all students.

Connecting Potential Stakeholders

10. This project and its events (refer 14) illustrates the value of a significant work placement programme, whether transnational or national, in connecting employers, students, faculties and services.
11. In particular, forging ongoing mutually beneficial collaborations with employers has been a significant additional benefit from these projects.

8 References

ARCHER, W., DAVISON, J., 2008. *Graduate Employability: What do employers think or want?:*
www.cihe.co.uk.

CENTRE FOR GLOBAL PERSPECTIVES, 2011
www.bournemouth.ac.uk/about/the_global_dimension/centre_for_global_perspectives/centre_for_global_perspectives.html.

BRITISH COUNCIL Erasmus Statistics

OLIVER, 2012. Assuring Graduate Capabilities <http://boliver.ning.com/>

MONGER, A., EMKE, M., 2011. *E Plus - a practice oriented and transnational approach to enhance graduate employability*

CLIFFORD, V., MONTGOMERY, C., 2011. *Moving towards internationalisation of the curriculum for global citizenship in higher education*

MONGER, A., Lano, R., Herrmann, G., 2006. *An International Collaborative Approach to Supporting the International Learner*

HEA Internationalisation

BROWN, E. *Working the Crowd: Social Media Marketing for Business* by Eileen Brown

9 Appendix - Project Background

9.1 The Project Team and Roles

All are members of the Technology School (with School role in brackets) except where indicated.

Jacqueline Tuson - Project Researcher (Faculty Staff Development Officer and WBL Tutor)

Jacqueline produced the research plan, and designed and carried out all the student and employer interviews.

Jing Lu - Project Researcher (Research Fellow and Tutor)

Jing, working with Jacqueline and Toni, designed and implemented the year 2 student preconception survey and the survey of EISC's network of Enterprise Europe companies.

Toni Saraiva - EISC Project Manager

Toni, representing EISC Ltd, has been helping us since November 2010, initially using EISC's network to find the Leonardo Mobility project placements, and then in this project as indicated above. Toni has also ensured EISC's presence and contribution at the project events.

Martina Emke - b.i.b. Lecturer in English and Business

Martina provided the continuity having worked with Al on delivering the b.i.b./SSU Leonardo Mobility and SDP employability projects, and scrutinised the final report particularly from the transnational perspective.

Robbie Atfab - Academic Affairs Officer and on final year BSc Computing

Robbie secured the support of the Students Union and worked collaboratively with Albert to brainstorm, design and implement the social media experiment.

Albert Morvay - Transnational placement student and on 3rd year BSc Computing

Albert contributed from both sides of the fence as placement student (and facilitating collaboration with Roland Berger), and with Robbie as indicated above.

Sue Bowles - Project Administrator (PA to the Faculty Dean)

Sue provided administration support for the project including the events.

Al Monger - Project Leader (Academic Leader External Development)

Al coordinated the project, organised the events with Sue and drafted this project resource and the required project report.

and also:

Jennifer Muskett - Work Placement Tutor and Business Computing Programme Leader

Jennifer provided input into the "life-cycle" model through handling detailed arrangements with respect to Albert, and the 2 students going to Roland Berger in the next academic year.

9.2 Collaborating Employers and Placement Work/Role

The students undertook transnational work placements involving primarily business application software development and related work in the following companies:.



Roland Berger Strategy Consultants (1 student in Munich) - www.rolandberger.com

Applied Network Solutions (ANS) Ltd (2 students in Basingstoke) - www.answeb.co.uk

incorporating also:



- www.amlib.co.uk and www.247lib.com



UKplc (2 students in Aldermaston) - www.uk-plc.net



Business Systems (1 student)
eDevelopment Centre (1 student)

both sections in Learning & Information Service (LIS)

9.3 Intended and Achieved Outcomes

Engagement with international work-based learning in the curriculum is relatively low, particularly in STEM disciplines in the UK. The planned and achieved (refer also associated report for a more detailed discussion) outcomes of this pilot project are therefore:

1. Analysis of student perspectives of the skills, knowledge and attitudes needed for employment in the global economy based on transnational work placement experiences.
2. Triangulation of this perspective with the academic/industrial literature and identification of fresh international business/intercultural insights for existing employability skills frameworks.
3. Recommendation of corresponding international enhancements to the graduate skills development curriculum.
4. Design and evaluation of corresponding teaching and learning activities.
5. Design, trial and evaluation of a student-focussed approach using online media to inspire peers to apply and prepare for transnational placement opportunities.

9.4 EPlus, Leonardo Mobility and “Connections” Projects Overview

E Plus - a practice oriented and transnational approach to enhance graduate employability is a strategic collaborative project of the Technology School and the b.i.b. International College, and is based on the core linked themes of work-based learning, industry-focussed learning, international learning and career management learning. The core work of EPlus was undertaken from September 2010 to February 2011. It was the next developmental stage of a collaboration that, having started in 2005, now prepares and supports¹⁸ over 150 students studying at level 6 on technology, business and media courses throughout the University.

This Connections project builds on and extends the work-based learning initiatives of EPlus. In particular, the Technology School and b.i.b. (Hannover campus) sought to develop reciprocal work-based learning opportunities for our students. This led to a successful EU Lifelong Learning Programme Leonardo Student Mobility (IVT) application submitted by b.i.b. to support 6 b.i.b. students undertaking their core 2nd year 8-week project-based work experience in the Southampton region through January to April 2012. The Technology School (as the partner institution) and other University services helped to organise the placements including intercultural and linguistic training. This will be followed by a second flow in 2013-14.

EISC used their extensive Enterprise Europe network to help find the placements resulting in 2 b.i.b. students placed in a software company in Basingstoke (Jan-Feb), 2 b.i.b. students in a software company in Aldermaston (Mar-Apr), and 1 each in business systems development services in the University (Mar-Apr). In the reverse direction, b.i.b. identified salaried (and Erasmus supported) placement opportunities for up to 4 Technology students in Germany. In the event, one computing student was placed for the 3rd year 48-week placement in a global strategy consultants in Munich.

A separate but related EU Leonardo Staff Mobility (VERTRO) application for b.i.b. and SSU staff to develop transnational placement guidelines was also awarded - the first flow (of two) of b.i.b. staff to SSU took place in October 2011. Finally, SSU and b.i.b. committed strategically in February 2012 to support further collaborative development of transnational WBL.

¹⁸ Contributing to the development of an international study life-cycle (ie inspire, apply, prepare etc) presented by the project lead at a British Computer Society conference in 2006.

9.5 Project Research Plan

Project Outcome	Activity	Output	Staff	Date
<i>Student Perspectives - Appendices 10.1 and 10.2</i>				
1a.	1. b.i.b. placement group (Jan-Feb) interview on actualities of experience (problems/benefits/KSA ¹⁹ needed for success)	Interview Report (ref ***)	Jacqueline	Interview Feb 23rd Report March 8 th
Start 29 th Feb End 19 th Apr	2. b.i.b. placement group (Mar-Apr) interview on actuality of experience (problems/benefits/KSA)	Interview Report	Jacqueline	April 19th End April
Albert	3. SSU interview	Interview Report	Jacqueline	April End April
	4. Level 4 Graduate Development Unit preconceptions questionnaire	Questionnaire Findings	Jing	Distribution March Findings April
<i>Employer Perspectives - Appendix 10.3</i>				
1b. (b.i.b. placement group)	5. Employer group interview on actuality of experience (problems/benefits/KSA)	Interview Report	Jacqueline	April 19th End April
1b. (EISC network)	6. Employer survey of KSA	Questionnaire Findings	Jing/Toni	Distribution March Findings April
1b. (SSU Student - Roland Berger)	7. Employer group interview on actuality of experience (problems/benefits/KSA)	Interview Report	Jacqueline	April Report March 8 th

¹⁹ KSA - Knowledge, Skills, Attitudes

2. Triangulation	1. Against literature viz problems/benefits 2. Against literature viz KSA 3. Identification of new findings	Report	Al/Martina	Late May
3. Recommendation for enhancement	1. Identification of KSA skills gaps 2. Suggestions for enhancement to Graduate Development unit/curriculum	Team briefing	Al/Martina Al	Mid-June Late June
4. Additional objective: Evaluation of promotional activity and opportunities to engage including 5, below	Lunch and tour plus meeting with Graduate Development Unit students for placement students and hosts	Marketing opportunity Reinforcement of employer contact and placement opportunities plus development of real world briefs etc Responses to short survey ²⁰ of Grad Dev students as to effectiveness of face-to face, tutor and on-line promotional activity (see below)	The team Jing	April 19 th End April
5. Design and Evaluation of teaching and learning activities *				
6. Student-focussed approach using social media (eg Facebook, blog, forum)	Albert at Roland Berger	Report	Albert/Robbie	April to May

* Recommendations for, and outline design of, learning activities only.

²⁰ Not completed as discussed in section 2.

10 Appendix - Student and Employer Perspectives

10.1 Student Transnational Work Placement Perspectives (Group Interviews)

10.1.1 ANS Ltd (Basingstoke) - Placement End - 23rd February 2012

Welcome and confidentiality statement

1. What do you understand by the term “global economy”

Nations learning from each other - non local business

2. Is the internationalisation of business part of the reason you wished to do a transnational work placement?

Definitely

3. Were there other reasons? If so, what were they?

Not been to England- wanted to embed language skills and learn colloquial English - not too far away from home - same time zone and not culturally so very different. **

4. Do you regret your decision?

Not at all

5. What Knowledge, Skills and Attitudes helped you that were specifically relevant to a transnational placement?

Knowledge of English otherwise would make learning the workplace tasks much harder and drain energy.

Skills of IT literacy and Basic IT programming skills - the ability to operate in computer languages - even though the workplace task needed us to learn a new system.

Attitudes such as being curious and open to new things - being prepared to take risks and move out of one's comfort zone

6. What problems did you meet that were specifically relevant to the transnational nature of the placement?

The humour is, indeed, different - the food is slightly different in the shops

7. What benefits did you receive that were specifically relevant to the transnational nature of the placement?

The exciting nature of a placement in another country and the way that this differentiates you from other prospective employees on your cv and thus improves work prospects.

8. Do you regard it as a success?

Definitely. At least 8+ out of 10

9. What would have increased your success?

More specific guidance on how to tackle the workplace task (possibly true for any work placement: not just transnational?)

Having more time - 12 weeks would probably put people off because even 7 sounded like a lot but it takes 3 weeks to settle down and you only start feeling really productive and comfortable by week 5/6 and then you are leaving. The time passes really quickly. Maybe 9 weeks?

10. Would you recommend it to others?

Yes

Any further comments? See over eg any unexpected aspects. . .

Having a fellow student on placement was good. You could share issues/worries - in German - particularly good at weekends or if you were feeling tired but we were not tempted to just speak German all the time**

Having a German friend who was already working in England who I could email and ask about things I did not understand - like the humour - or to check out any worries with especially since they were the same age and having a similar experience.**

Having IT languages transcended national and language boundaries

*Note ** These responses have resulted in an adaptation to group interview questions since this almost unsolicited data was felt to be highly relevant.*

10.1.2 UKplc (Aldermaston) & SSU (LIS) - Placement Start - 29th February 2012

Welcome and confidentiality statement

1. What do you understand by the term “global economy”

Freeflow of workers and resources - across different countries

2. Is the internationalisation of business part of the reason you wished to do a transnational work placement?

Very much so - it shows flexibility

3. Were there other reasons? If so, what were they?

Embedding and improving English language skills since it is the language of business in many other parts of the world.

4. What knowledge, skills and attitudes do you think you will need to succeed in a transnational work placement?

Knowledge: English language and an understanding of the cultural background

Skills: empathy, and be better than native workers so that you will be seen as more valuable: e.g. being bi-lingual, having a good level of competence in programming

Attitudes: Open to new things, adaptable, confident

5. What problems do you anticipate as a result of the transnational nature of the placement?

Intercultural differences: food, driving on the left. Three of them had also experienced what they perceived as a lack of friendliness. It was not clear to them whether this was true of the culture as a whole e.g. Was it usual for colleagues not to greet each other when they came into work or was it just that these colleagues didn't greet them? They had also experienced a colleague saying: “I'm going home now - and then not leaving: or the opposite - leaving without saying good bye to them. These kinds of issues could cause problems in the placement since if the students are not being included in the team, there could be misunderstandings - also the students could feel unwelcome when, actually, it is just a cultural difference.

The students also felt that there were subtleties of language and tone that could cause confusion.

6. What benefits do you anticipate as a result of the transnational nature of the placement?

Broaden horizons - gaining international experience gives them an edge in an international market place. It proves their flexibility and their language skills.

7. In what ways have the universities (b.i.b. / Solent) helped to prepare you for a transnational placement? Can you think of any further things that would have helped?

Not very much - some work on possible cultural differences and some administrative help but the two non-Southampton students had experienced real difficulties in finding suitable accommodation that had resulted in a great deal of stress and expense, especially for one of the students who had specialist dietary requirements. These out-of-town students had also experienced transport difficulties. While these problems might also be true of work placements in Germany, being in a foreign country made things worse because they did not know what to expect from a hotel or a B

and B and were concerned that they were being too pushy. They had been “rescued” by a colleague in the placement but it would have been much better if that had been sorted out between the University and the host organisation a lot earlier.

8 In what ways have the placement providers helped to prepare you for a transnational placement? Can you think of any further things that would have helped?

One of the Southampton placements had been given a great deal of support and mentoring on arrival but the rest of the students felt that they could have done with a better induction into the placement and into the projects that they had been given. It was recognised that this lack of clarity could be true of work placements in Germany but once again this lack of preparation was made additionally stressful because of language differences and not wanting to appear demanding. Three placements had failed to answer emails and left things till the last minute. They also, in one case, did not provide extra help to support the student who was asked to work in a new programming language, which seems wasteful since presumably the organisation wanted to get as much work out of them as possible. Having a technical contact in the host organisation would have helped as would the host organisation providing a list of expectations for the students. The host organisations also did not seem to realise that the students needed to document everything and so the students were being put under pressure. This may be a failing on the part of the Universities to explain what was required of the placement or the placement not recognising the expectations required of them.

9 Any further comments? See over - unexpected things so far? Questions?

The students valued being on placement with a fellow student to talk to and share experiences. They recognised that a placement outside Europe would have created more cultural difficulties - and indeed, insurmountable difficulty if it had been in Japan, for example, because even if English language was used in the host organisation, they would not be able to use keyboards if they had Japanese characters rather than the alphabet.

10.1.3 UKplc (Aldermaston) & SSU (LIS) - Placement End - 19th April 2012

Welcome and confidentiality statement

1. Do you regret your decision to come on placement?

Absolutely not - there is a slight anxiety that because the placement represents a much greater academic challenge than that faced by non-placement peers (who will get the same academic credit) it might lower the mark, particularly since placement students have to submit in English.

2. What Knowledge, Skills and Attitudes helped you to succeed on a transnational placement?

English language was the most important and knowledge element, programming skills helped us to be independent learners and adapt to new applications etc. We had to learn to be more patient with deadlines since there were occasions when our colleagues did not deliver on their project schedule and this was a little frustrating so we had to be a bit more relaxed than we would be in Germany, about such matters.

3. What problems did you meet as a result of the transnational nature of the placement?

At work, cultural differences eg lack of greetings etc needed to be accepted, as did accents and colloquialisms. These difficulties were also experienced outside work. The first weeks were very tiring until we became properly immersed in using English.

Differences in driving styles and road signs etc made cycling quite dangerous over and above the driving on the left.

4. What benefits did you receive as a result of the transnational nature of the placement?

Very impressive on one's CV and if you get asked back to a company (or back to England to work) you have a head's start.

5. Do you regard the experience as a success?

If initial problems with accommodation and/or transport had not been resolved, the project might have collapsed. But they were and, overall, the project has been immensely successful.

6. Can you think of ways in which the universities could have provided more help to improve the success?

More cultural training so that there is less chance of misunderstanding. NB the test given before arrival (?) was not very helpful.

Better networking between the universities (possibility of temporary student union membership so that we could use facilities and services?). Using university networks to help with accommodation?

7. Can you think of ways in which the placement provider could have provided more help to improve the success?

Greater clarity about the job role and expectations before the students arrive and better preparation so that the students had a planned introduction to the company and their placement: with necessary equipment and tasks in place.

Placement providers could also help with accommodation by using their contacts.

8. Would you recommend a transnational placement to others?

Yes, absolutely, but only if they are motivated and have access to financial back-up. (The students found England very expensive and one placement provider gave help with funding for accommodation.)

9. Do you have any general recommendations for improving the success of transnational placements for future participants?

Greater clarity and focus around planning the placements and more robust initial assessment - the risk of a student or placement provider “suffering” as a consequence of placements is quite high (a student could do a lot of damage in placement if not properly supervised and a student could feel isolated and failed if they are not getting support).

Any further comments? See over eg unexpected things.....

It would be an added incentive to students if they received a “formal” thank you for performing well - or even a bonus?

10.1.4 Roland Berger (Munich) - Placement End Only - 11th April 2012

Welcome and confidentiality statement

1. Do you regret your decision to come on placement?

Definitely not

2. What Knowledge, Skills and Attitudes helped you to succeed on a transnational placement?

Knowledge of interpersonal communication skills – English is widely used in international companies but you have to “edit” your English in line with the proficiency of those who do not have English as a first language, if you wish to communicate sensitively - having fluent German obviously helped but those without much German could get by if they were keen to learn and fit in.

IT skills are a great international means of communication.

Attitudes that help you be self initiating and self managing are important – as is sensitivity to other cultures.

3. What problems did you meet as a result of the transnational nature of the placement?

The possibility of miscommunication is greater and small misunderstandings can get out of hand and require patience to sort out.

There are cultural differences and it is difficult to enter into the social niceties even at the level of appropriate humour etc. There therefore could be the possibility of being isolated but if you are willing to be outgoing, there are many ways of making social contact.

4. What benefits did you receive as a result of the transnational nature of the placement?

A diverse atmosphere and fresh perspectives. Such a placement looks very good on one’s CV – demonstrates flexibility and drive: especially so if a placement is at a company such as Roland Berger, Strategy Consultants with a notable reputation and international presence, providing a firm basis to apply and build upon existing as well as new skills, making you more marketable as a potential employee.

5. Do you regard the experience as a success?

Certainly.

6. Can you think of ways in which the universities could have provided more help to improve the success?

Solent Graduate Development Unit has been superb in matters of administration and in their support for employability. Their support and the financial support through Erasmus made the whole thing possible. It may have helped if Solent had a direct relationship with the University in Munich - in terms of having a readymade link for accommodation or a network of similarly placed people, especially in the first couple of weeks?

7. Can you think of ways in which the placement provider could have provided more help to improve the success?

It is generally recognised that Roland Berger are very supportive of their employees and invest in team cohesiveness and staff development. Quite specifically, they provided guidance with the acquisition of a "tax card" as well as insurance.

8. Would you recommend a transnational placement to others?

Definitely - you see different parts of the world and different nationalities and it builds you as a person.

9. Do you have any general recommendations for improving the success of transnational placements for future participants?

Having someone, locally, that you can contact if you have a problem could be important. If you fall ill, for example – although I think, not knowing anyone, made overcoming that initial challenge of establishing a day-to-day routine and social life all the more rewarding.

Any further comments? See over eg unexpected things.....

Only the hope that this research will encourage others.

10.2 Student Preconceptions of Transnational Placements (Survey)

10.2.1 Preconceptions Questionnaire



Student Questionnaire

Development of Transnational Work-Based Learning in the Curriculum

This questionnaire is designed to elicit views of Level 5 Graduate Development students on Transnational Work-Based Learning at Solent. Your completion of this form is an essential part of our project to increase student employability – the data is only used for this purpose.

Student Name (in Capitals): _____

Student No. _____

To assist us with our analysis, please tick your:

Course: ☐ BIS ☐ BIT ☐ CGD ☐ Comp ☐ CompNet ☐ ICT ☐ SE ☐ Web Design ☐ Other: _____
Gender: ☐ Male ☐ Female
Age: ☐ 18-20 ☐ 21-22 ☐ 23-25 ☐ 26-29 ☐ 30-39 ☐ 40+

Q1: Do you have any experience of work placement? ☐ Yes ☐ No

If "Yes", what type of work placement: ☐ P-T ☐ F-T

and whether ☐ Local ☐ Regional ☐ National ☐ Overseas

If "No", please go to Q3

Q2: Would you recommend work placements to other students? ☐ Yes ☐ No

If "No", the reasons are: _____

Q3: If there is an opportunity in the future at Solent, would you consider undertaking a work placement?

☐ Yes ☐ No

If "No", please go to Q6

Q4: What types of work experience/placement would you consider? (Please tick all the relevant boxes)

☐ Sandwich placements: year in industry/commerce (~40weeks)

☐ Work shadowing

☐ Internships and vacation placements (<12 weeks)

☐ International work experience

☐ Short periods of unpaid work experience/voluntary work

☐ Other: _____

Q5: How far would you consider travelling to a work placement?

☐ Locally ☐ Within the county ☐ Within the country ☐ Abroad ☐ I don't mind

Q6: Would you consider a work placement in another country? ☐ Yes ☐ No

If "No", please go to Q10

Q7: What *benefits* would you anticipate if you undertook a work placement in another country? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)

☐ Broader academic experience

☐ Intercultural experience

☐ New perspective on professional practice

☐ Enhanced CV

☐ Improved employability skills in global economy

☐ Other: _____

Q8: What *problems* would you anticipate if you undertook a work placement in another country? (Please rate them in order, i.e. 1 is the most relevant etc.)

☐ Language barriers

☐ Managing money

☐ Issues with living accommodation

☐ Food and drink

☐ Missing home

☐ Other: _____

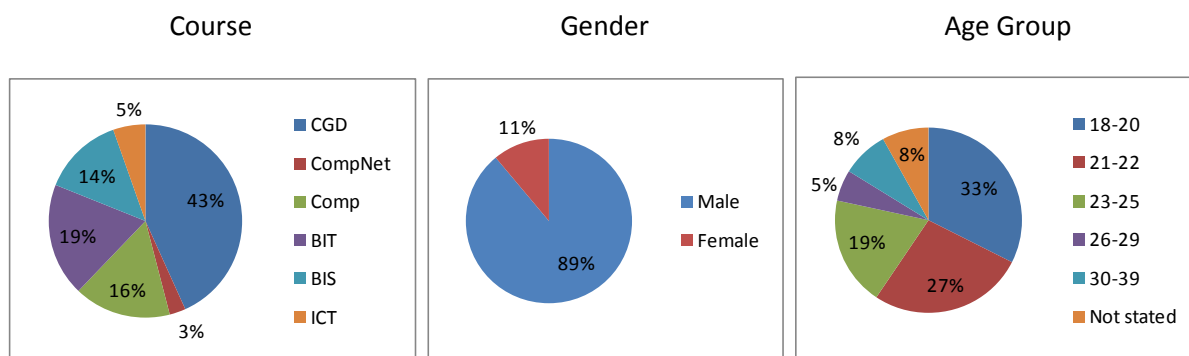
Q9: What could we do to address your concerns about undertaking a work placement abroad?

Q10: For students not interested in undertaking a work placement abroad, what are your key reasons?

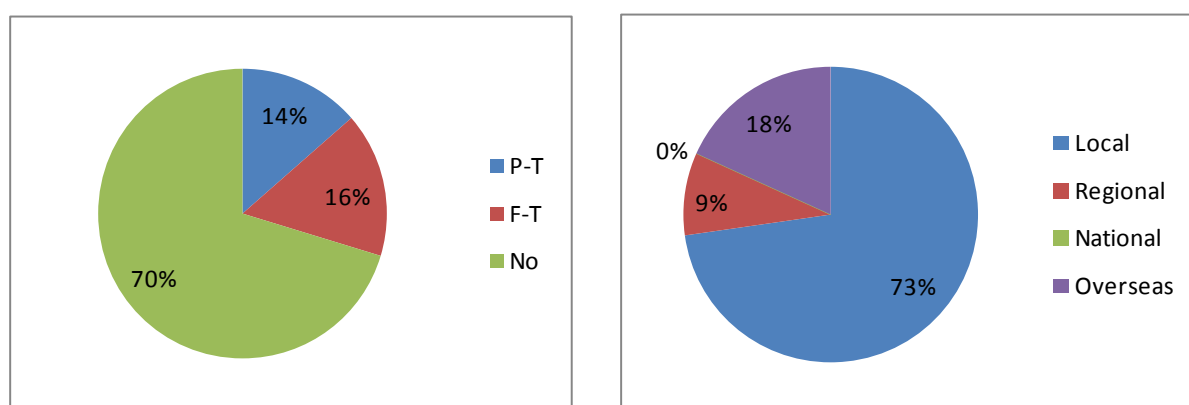
Thank you for taking the time to complete this questionnaire

10.2.2 Preconceptions Questionnaire Results

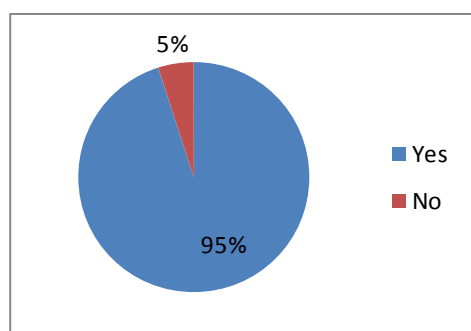
Total No. of responses: 37



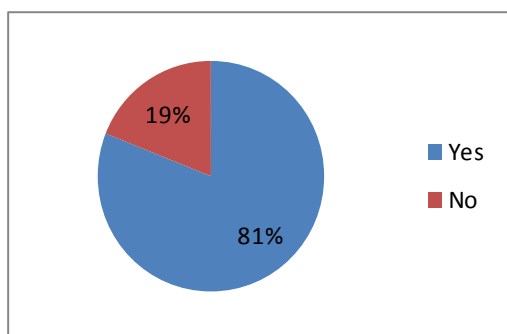
Q1: Do you have any experience of work placement? If "Yes", what type of work placement: ☐ P-T ☐ F-T and whether ☐ Local ☐ Regional ☐ National ☐ Overseas



Q2: Would you recommend work placements to other students? ☐ Yes ☐ No

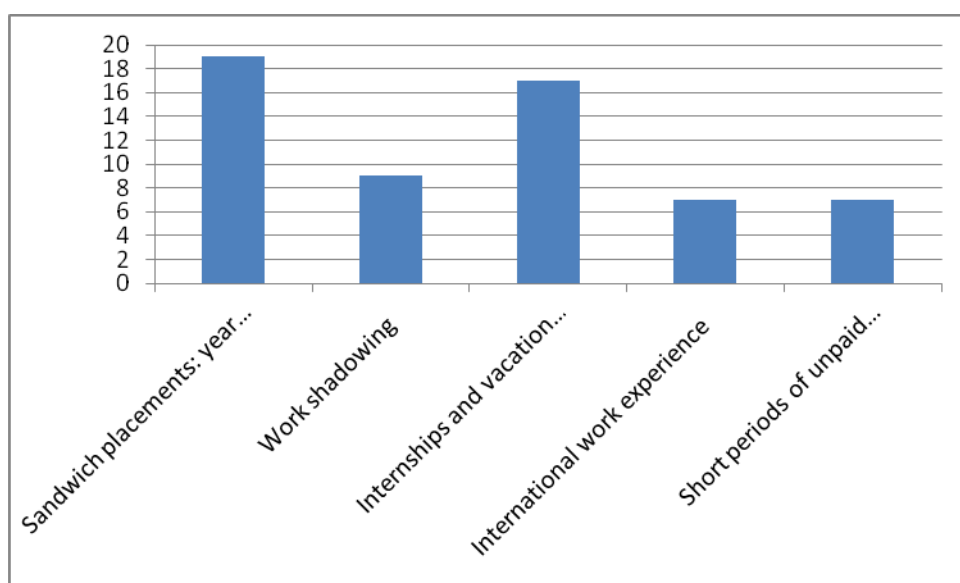


Q3: If there is an opportunity in the future at Solent, would you consider undertaking a work placement?

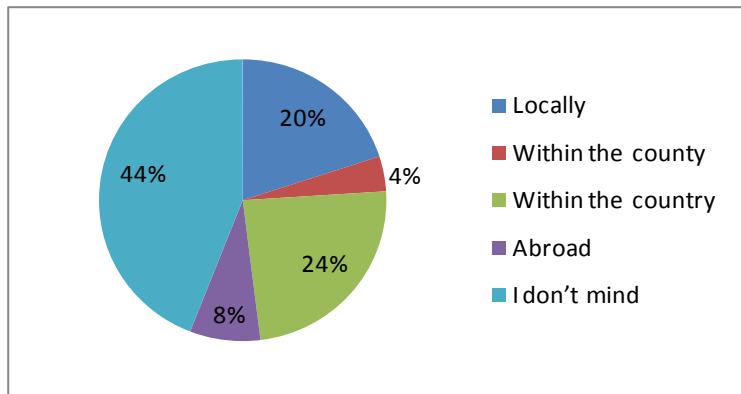


Q4: What types of work experience/placement would you consider? (*Please tick all the relevant boxes*)

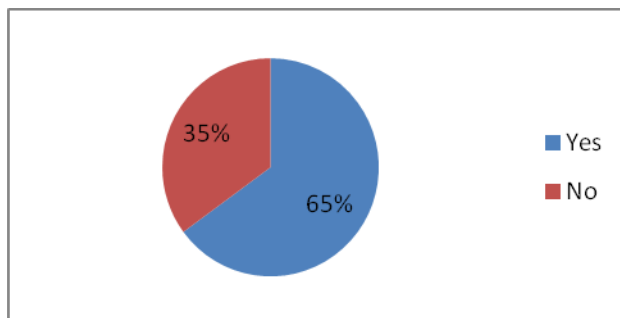
- ☐ Sandwich placements: year in industry/commerce (~40weeks)
 ☐ Work shadowing
- ☐ Internships and vacation placements (<12 weeks)
 ☐ International work experience
- ☐ Short periods of unpaid work experience/voluntary work
 ☐ Other: _____



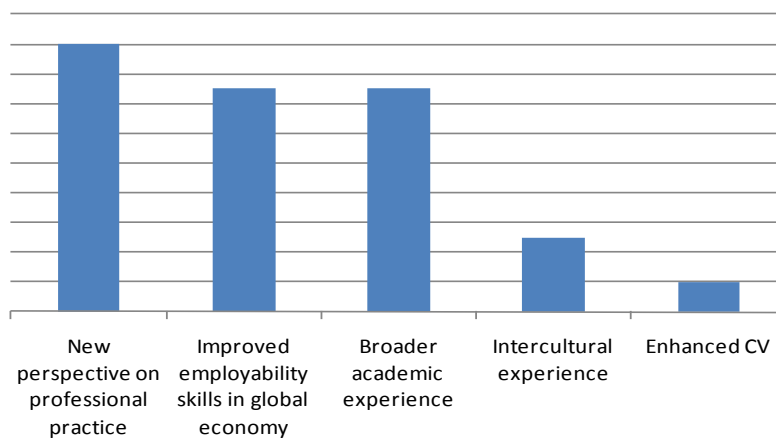
Q5: How far would you consider travelling to a work placement?



Q6: Would you consider a work placement in another country?

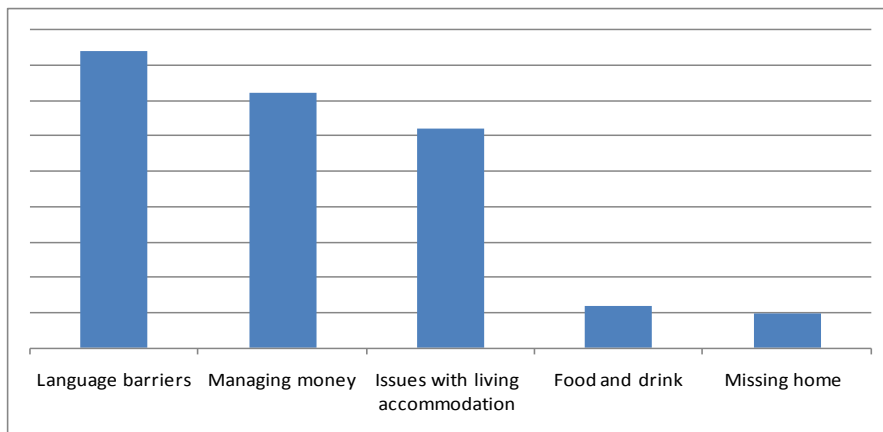


Q7: What *benefits* would you anticipate if you undertook a work placement in another country?
(Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)



1. New perspective on professional practice
- 2=. Improved employability skills in global economy
- 2=. Broader academic experience
4. Intercultural experience
5. Enhanced CV

Q8: What *problems* would you anticipate if you undertook a work placement in another country?
(Please rate them in order, i.e. 1 is the most relevant etc.)



1. Language barriers
2. Managing money
3. Issues with living accommodation
4. Food and drink
5. Missing home

Q9: What could we do to address your concerns about undertaking a work placement abroad?

- Language (5 respondents)
- Money (4)
- Living (4)
- Advice & Support (4)
- Finding Placement (3)

Q10: For students not interested in undertaking a work placement abroad, what are your key reasons?

- Language (3 respondents)
- Just want to finish degree then start work (3)
- Family issue or other constraints (3)
- Do not want challenges (3)

10.3 Employer Perspectives

10.3.1 Placement Group Interview - End - 19th April 2012

Welcome and confidentiality statement

1. Do you regret your decision to offer a transnational placement?

Absolutely not -

2. What Knowledge, Skills and Attitudes helped the students to succeed on a transnational placement?

The students' knowledge of English

Their Java skills allowed them to adapt to the .NET framework

Difficult to say if this was a feature of their nationality or whether these attitudes were specific to this particular group of students but they all showed themselves to be self-starters who were very task-focussed and had a good work ethic.

3. What problems did you meet as a result of the transnational nature of the placement?

There would have been problems if they had not been able to communicate so well.

The amount of documentation the students had to complete to satisfy the academic basis of the placement was a distraction but that may be true for academic placements whether they are transnational or not.

4. What benefits did you receive as a result of the transnational nature of the placement?

One placement provider actively benefitted from the students being native German speakers since they were working on a project for the German market.

Also, the strong work ethic demonstrated by these students could be based in the German culture, in which case it could be regarded as a transnational benefit.

5. Do you regard the experience as a success?

Total success - although there are also lessons for the future if this project expands.

6. Can you think of ways in which the universities could have provided more help to improve the success?

If the students had been introduced to .NET and more up-to-date project management models (Waterfall was regarded as outdated, with most companies using Agile methodologies) they could have been more productive from the start.

The requirement for the students to document everything, in English, for their academic purposes was time-consuming for them and ran counter to working practice in most modern companies where result/output is more important.

The University could establish relationships with other educational establishments near the placements so that both students and employers had an additional network to help with accommodation, social life etc

The university could better alert students to cost of living/ differences in accommodation and could give placement providers guidance on the legal/financial requirements of taking on placement students. Employers were often dealing with apprentices/interns/short and long placements and it is important that issues of payment and who makes those payments are clear. (This was, in fact, less of an issue for transnational students but it has prevented UK employers from offering UK students placements because of Job centre regulations.)

The university could let the provider know what it was necessary for the students to do to fulfil their course requirement. The provider could then ensure that the students were given sufficient opportunities to meet their academic targets.

7. Can you think of ways in which you, as the placement provider, could have provided more help to improve the success?

Especially with short placements, ensure that there are clear expectations and that everything is in place (including software, supervision etc) so that when the students arrive, everything is, as far as possible, “ready to go”.

Providers could also use their employee and social networks to help with accommodation.

8. Would you recommend others to offer transnational placements?

Totally, but providers need to recognise that if it is a relatively short placement then the “getting up to speed” time that they have to put in will be proportionally greater than if students were spending longer with them.

9. Do you have any general recommendations for improving the success of transnational placements for future participants?

The university could put together a tick list of expectations that is agreed between the university/ the student and the provider so that it is clear who takes responsibility for what and by when.

Any further comments? See over eg unexpected things.....

One way of cutting down on documentation and so easing the tension between academic demands and the business imperative of working application could be using a wiki?

10.3.2 Employer Perspectives (EISC Ltd's Enterprise Europe Network) - Questionnaire

Original Questionnaire on SurveyMonkey

Development of Transnational Work-Based Learning for the Global Economy

This questionnaire seeks your views on the Southampton Solent University "Transnational Work Placement" scheme run in conjunction with b.i.b. International College, Germany. The scheme recognises the global economy and seeks to benefit businesses and improve the employability of Computing students by finding them international work placements. The questionnaire is issued with the support of the Southampton-based EISC Ltd – Enterprise Europe – the data collected will not be used for any other purpose.

The questionnaire contains 10 parts which will only take 5 minutes to complete and could be of real benefit to your business.

Thank you for your time. If you would consider offering a work placement through Southampton Solent University (within the UK or overseas), please contact Al.Monger@solent.ac.uk.

*** 1. To assist us with our analysis, please tick your Business Type, Location and Number of Staff (Please tick all the relevant boxes):**

- | | | |
|--|---|--|
| <input type="checkbox"/> Sole Trader | <input type="checkbox"/> Based in Hampshire | <input type="checkbox"/> No. of staff: 1-5 |
| <input type="checkbox"/> Partnership | <input type="checkbox"/> Based in UK | <input type="checkbox"/> No. of staff: 6-10 |
| <input type="checkbox"/> Private Limited | <input type="checkbox"/> Based in France | <input type="checkbox"/> No. of staff: 11-15 |
| <input type="checkbox"/> Public Limited | <input type="checkbox"/> Based in Germany | <input type="checkbox"/> No. of staff: 16-24 |
| <input type="checkbox"/> Unlimited Liability | <input type="checkbox"/> Based in Italy | <input type="checkbox"/> No. of staff: 25-49 |
| <input type="checkbox"/> Limited Liability | <input type="checkbox"/> Other European Country | <input type="checkbox"/> No. of staff: 50+ |

Other (please specify)

*** 2. Has your company had any work placement students before? If Yes, what type of work placement and for how long (Please tick all the relevant boxes):**

- | | | | | | | | | |
|------------------------------|------------------------------|----------------------------------|------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|------------------------------|
| <input type="checkbox"/> P-T | <input type="checkbox"/> F-T | <input type="checkbox"/> <1 week | <input type="checkbox"/> 1-2 weeks | <input type="checkbox"/> 3-4 weeks | <input type="checkbox"/> 1-2 months | <input type="checkbox"/> 3-6 months | <input type="checkbox"/> >6 months | <input type="checkbox"/> N/A |
|------------------------------|------------------------------|----------------------------------|------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|------------------------------|

Other (please specify)

*** 3. Are you considering taking any work placement students in future?**

- ☐ Yes ☐ No

If No, please give the reasons:

*** 4. Would you consider taking a transnational student on work placement and, if so, for how long?**

- ☐ 1-2 weeks ☐ 3-4 weeks ☐ 1-2 months ☐ 3-6 months ☐ >6 months ☐ No

If "No", the key reasons are:

5. What benefits would you anticipate from taking transnational work placement students? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)

	1	2	3	4	5
Motivated and cost-effective labour resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuable skills, knowledge and fresh ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solution to short term staff shortages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to give a potential recruit a trial without obligation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good return on investment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

6. What type of knowledge/background do you expect from transnational work placement students? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)

	1	2	3	4	5
Subject/Domain knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of the company's business / culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commercial awareness of the industry sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some experience of the world of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A knowledge of the language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

7. What type of skills would you expect them to have? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)

	1	2	3	4	5	6
Interpersonal and communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy and numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to learn other technologies as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity and ability to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

8. What type of attitude would you expect from them? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)

	1	2	3	4	5	6
Ability to work as part of a team and follow instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use own initiative and work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to learn and take advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivated and enthusiastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable time keeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

9. What could we do to address any concerns you might have about offering a transnational work placement?

10. For companies interested in taking work placement students, please leave your contact information so we can follow up with you in the future:

Company Name:



















Company Contact:

10.3.3 Employer Perspectives (EISC Ltd's Enterprise Europe Network) - Results

Response Summary

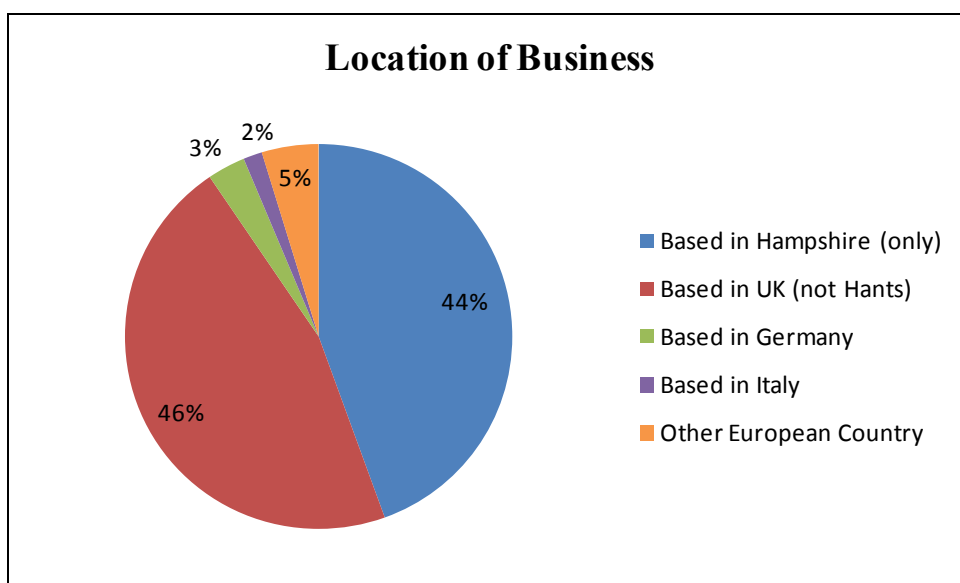
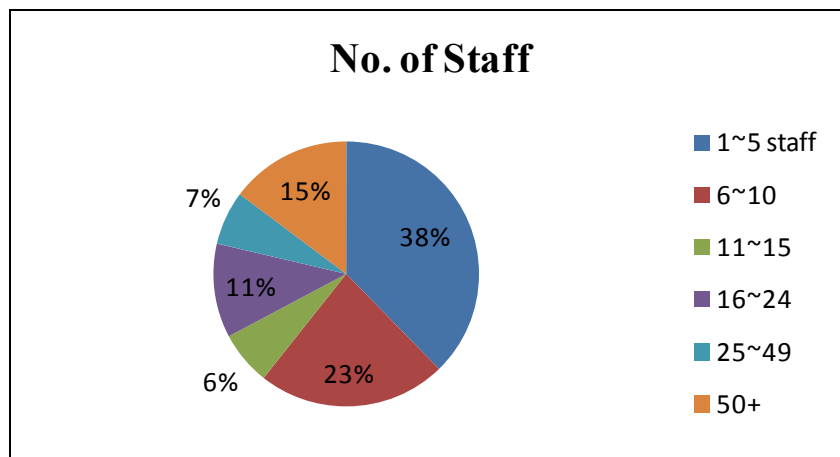
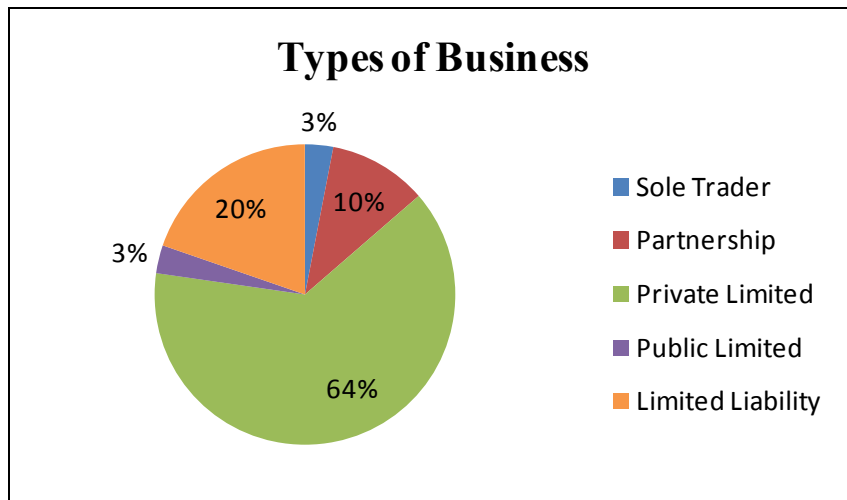
Total Started Survey: 66
Total Completed Survey: 66 (100%)

PAGE: DEVELOPMENT OF TRANSNATIONAL WORK-BASED LEARNING FOR THE GLOBAL ECONOMY










1. To assist us with our analysis, please tick your Business Type, Location and Number of Staff (Please tick all the relevant boxes):			 Create Chart	 Download
		Response Percent	Response Count	
Sole Trader		3.0%	2	
Partnership		10.6%	7	
Private Limited		63.6%	42	
Public Limited		3.0%	2	
Unlimited Liability		0.0%	0	
Limited Liability		19.7%	13	
Based in Hampshire		42.4%	28	
Based in UK		43.9%	29	
Based in France		0.0%	0	
Based in Germany		3.0%	2	
Based in Italy		1.5%	1	
Other European Country		4.5%	3	
No. of staff: 1-5		34.8%	23	
No. of staff: 6-10		21.2%	14	
No. of staff: 11-15		6.1%	4	
No. of staff: 16-24		10.6%	7	
No. of staff: 25-49		6.1%	4	
No. of staff: 50+		13.6%	9	
Other (please specify) Show Responses			6	

Notes:

4 organisations had non-profit or charitable status while 1 organisation was in local government.



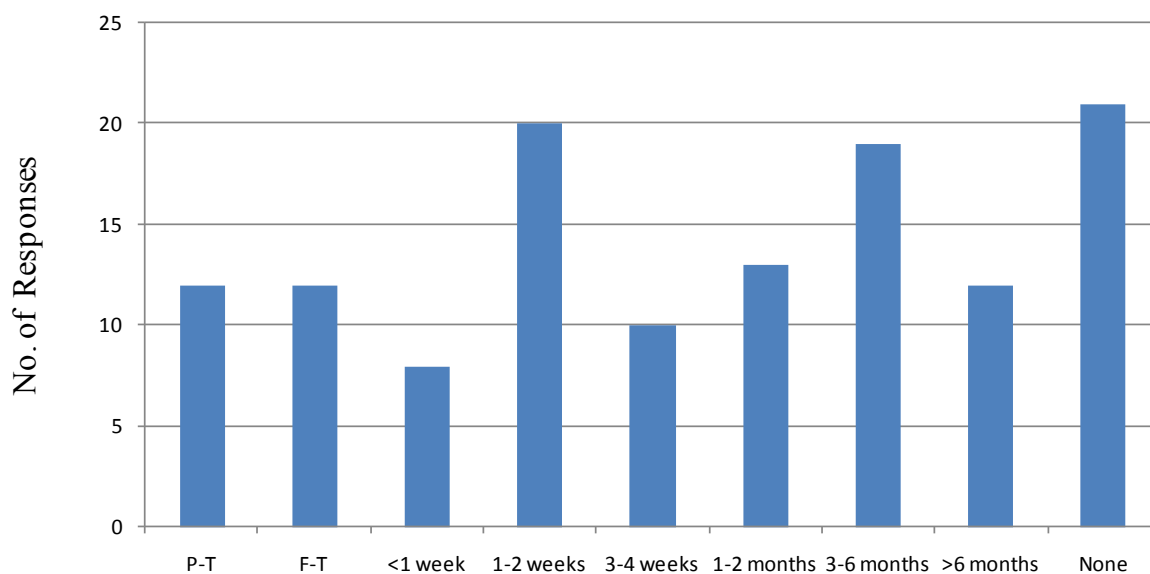
2. Has your company had any work placement students before? If Yes, [Create Chart](#) [Download](#)
what type of work placement and for how long (Please tick all the relevant boxes):

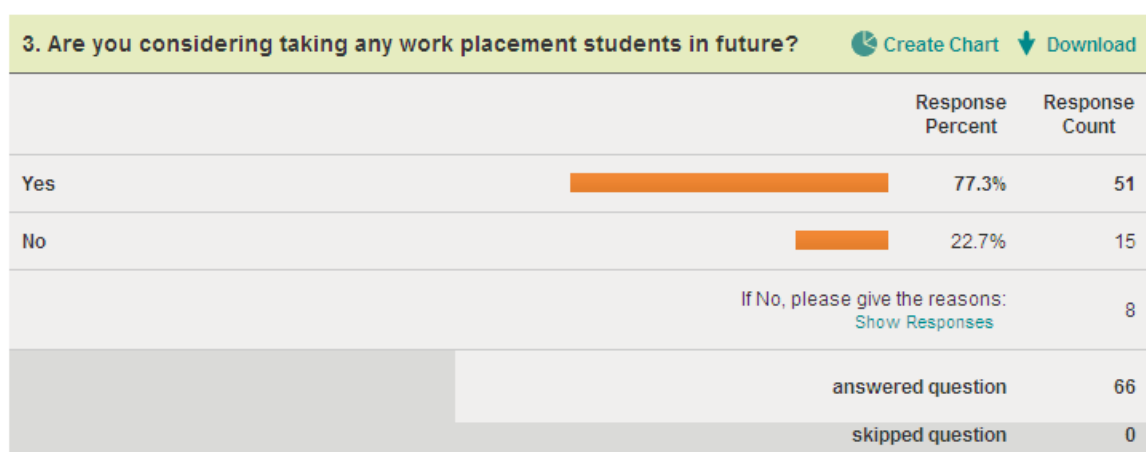
		Response Percent	Response Count
P-T		18.2%	12
F-T		18.2%	12
<1 week		12.1%	8
1-2 weeks		30.3%	20
3-4 weeks		15.2%	10
1-2 months		19.7%	13
3-6 months		28.8%	19
>6 months		18.2%	12
N/A		31.8%	21
Other (please specify) Show Responses			7
answered question			66

Notes:

Individual responses included previous experience of work placements, sponsorship of a student in London, a *Business Plus* project, and having tried but failed to get applicants for placements.

Has your company had any work placement students before?
If Yes, what type of work placement and for how long





Notes:

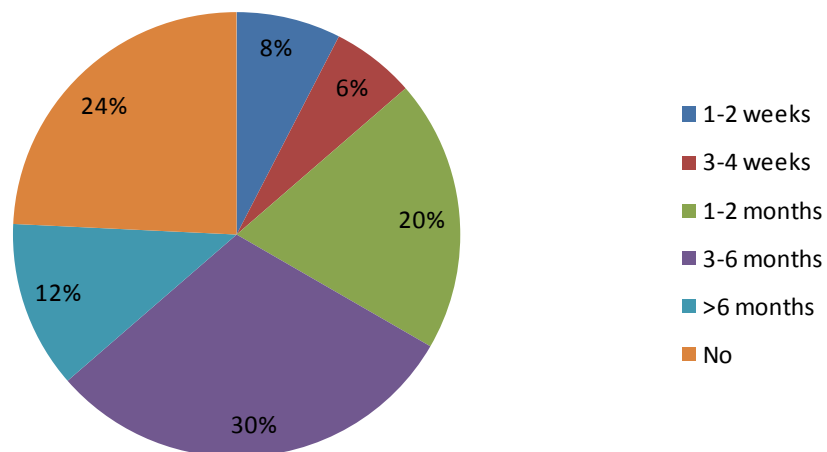
3 organisations said they were too small to take advantage of placements, 2 felt it was inappropriate for them, while individual responses included health and safety issues and likely disruption with the company.

4. Would you consider taking a transnational student on work placement and, if so, for how long?				Create Chart	Download
		Response Percent	Response Count		
1-2 weeks	<div></div>	7.6%	5		
3-4 weeks	<div></div>	6.1%	4		
1-2 months	<div></div>	19.7%	13		
3-6 months	<div></div>	30.3%	20		
>6 months	<div></div>	12.1%	8		
No	<div></div>	24.2%	16		
If "No", the key reasons are: Show Responses			12		

Notes:

3 organisations said they were too small and had insufficient resources, 2 felt it was inappropriate for them, while individual responses included being more interested in functional expertise than transnational experience.

Would you consider taking a transnational student on work placement and, if so, for how long?



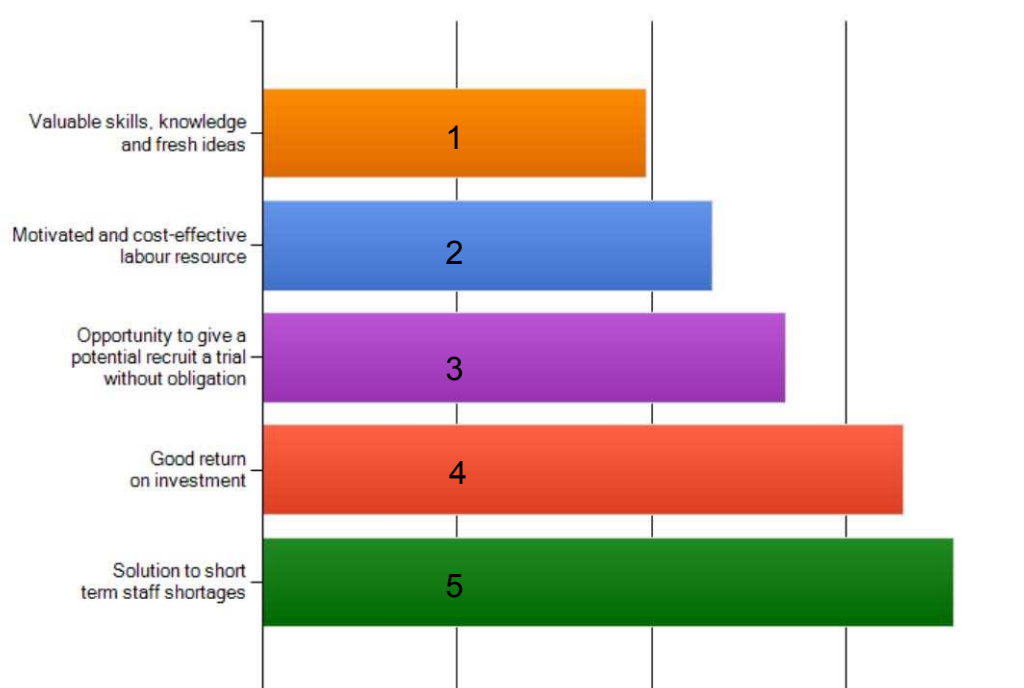
5. What benefits would you anticipate from taking transnational work placement students? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.) [Create Chart](#) [Download](#)

	1	2	3	4	5	Rating Average	Response Count
Motivated and cost-effective labour resource	30.5% (18)	30.5% (18)	23.7% (14)	8.5% (5)	6.8% (4)	2.31	59
Valuable skills, knowledge and fresh ideas	47.5% (29)	26.2% (16)	13.1% (8)	8.2% (5)	4.9% (3)	1.97	61
Solution to short term staff shortages	12.5% (7)	16.1% (9)	7.1% (4)	32.1% (18)	32.1% (18)	3.55	56
Opportunity to give a potential recruit a trial without obligation	27.6% (16)	20.7% (12)	19.0% (11)	20.7% (12)	12.1% (7)	2.69	58
Good return on investment	8.9% (5)	16.1% (9)	30.4% (17)	26.8% (15)	17.9% (10)	3.29	56
Other (please specify) Show Responses							8
answered question							61
skipped question							5

Notes:

Individual responses included the advantages of language skills and knowledge of home country markets, while one response said that the “cost in our time is hardly ever paid back by what a work placement achieves”.

What benefits would you anticipate from taking transnational work placement students? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)



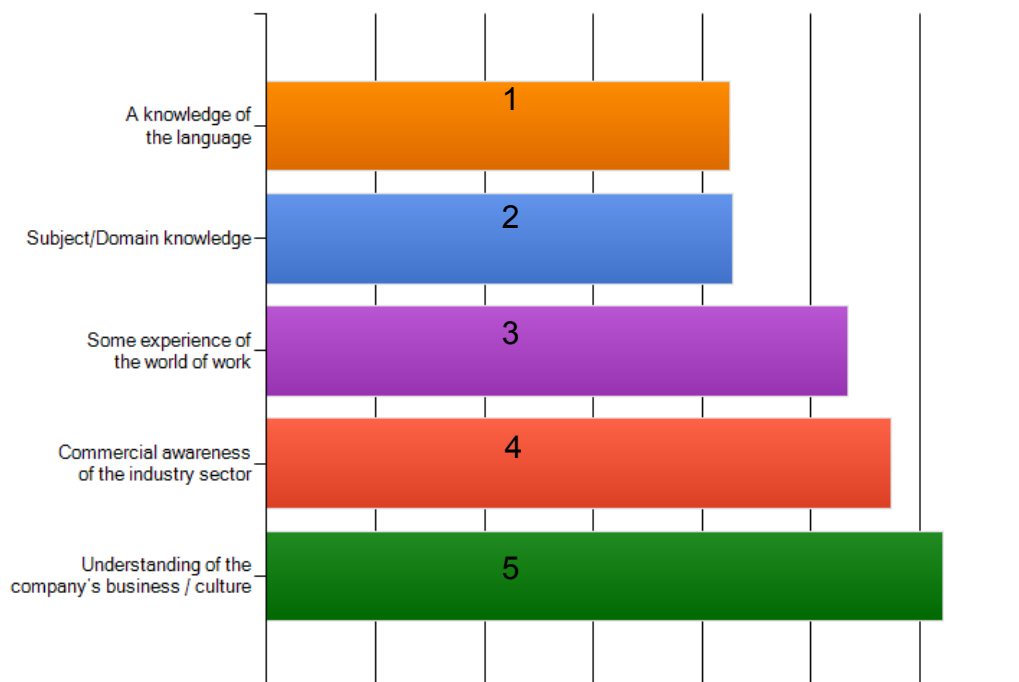
6. What type of knowledge/background do you expect from transnational work placement students? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.) [Create Chart](#) [Download](#)

	1	2	3	4	5	Rating Average	Response Count
Subject/Domain knowledge	39.7% (25)	25.4% (16)	22.2% (14)	6.3% (4)	6.3% (4)	2.14	63
Understanding of the company's business / culture	8.1% (5)	24.2% (15)	25.8% (16)	32.3% (20)	9.7% (6)	3.11	62
Commercial awareness of the industry sector	4.8% (3)	38.7% (24)	32.3% (20)	12.9% (8)	11.3% (7)	2.87	62
Some experience of the world of work	13.1% (8)	36.1% (22)	32.8% (20)	6.6% (4)	11.5% (7)	2.67	61
A knowledge of the language	50.0% (31)	17.7% (11)	11.3% (7)	11.3% (7)	9.7% (6)	2.13	62
Other (please specify) Show Responses							4
answered question							64
skipped question							2

Notes:

One response noted that it was expected to be able to communicate in English.

What type of knowledge/background do you expect from transnational work placement students?
(Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)



7. What type of skills would you expect them to have? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)

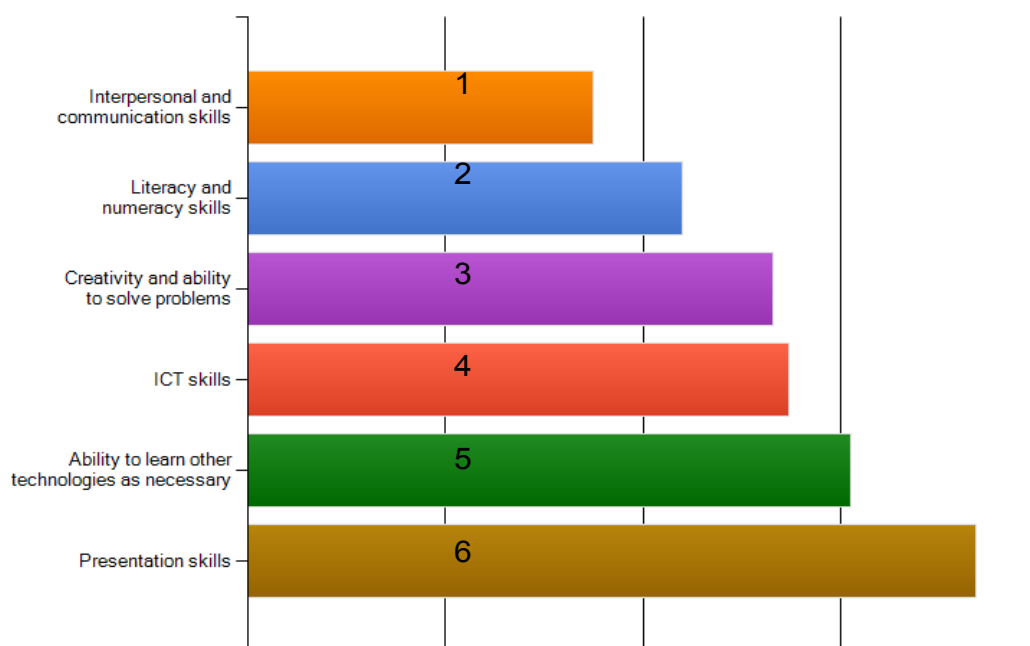
[Create Chart](#) [Download](#)

	1	2	3	4	5	6	Rating Average	Response Count
Interpersonal and communication skills	54.7% (35)	29.7% (19)	9.4% (6)	1.6% (1)	1.6% (1)	3.1% (2)	1.75	64
Presentation skills	9.7% (6)	19.4% (12)	17.7% (11)	17.7% (11)	17.7% (11)	17.7% (11)	3.68	62
Literacy and numeracy skills	35.9% (23)	34.4% (22)	18.8% (12)	1.6% (1)	3.1% (2)	6.3% (4)	2.20	64
ICT skills	29.2% (19)	21.5% (14)	23.1% (15)	6.2% (4)	12.3% (8)	7.7% (5)	2.74	65
Ability to learn other technologies as necessary	21.3% (13)	24.6% (15)	19.7% (12)	11.5% (7)	8.2% (5)	14.8% (9)	3.05	61
Creativity and ability to solve problems	23.4% (15)	32.8% (21)	12.5% (8)	18.8% (12)	10.9% (7)	1.6% (1)	2.66	64
Other (please specify) Show Responses								4
answered question								66
skipped question								0

Notes:

Individual responses included the need for common sense, Internet working flexibility, and the ability to work in a team and cope with British culture.

What type of skills would you expect them to have? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)



8. What type of attitude would you expect from them? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)

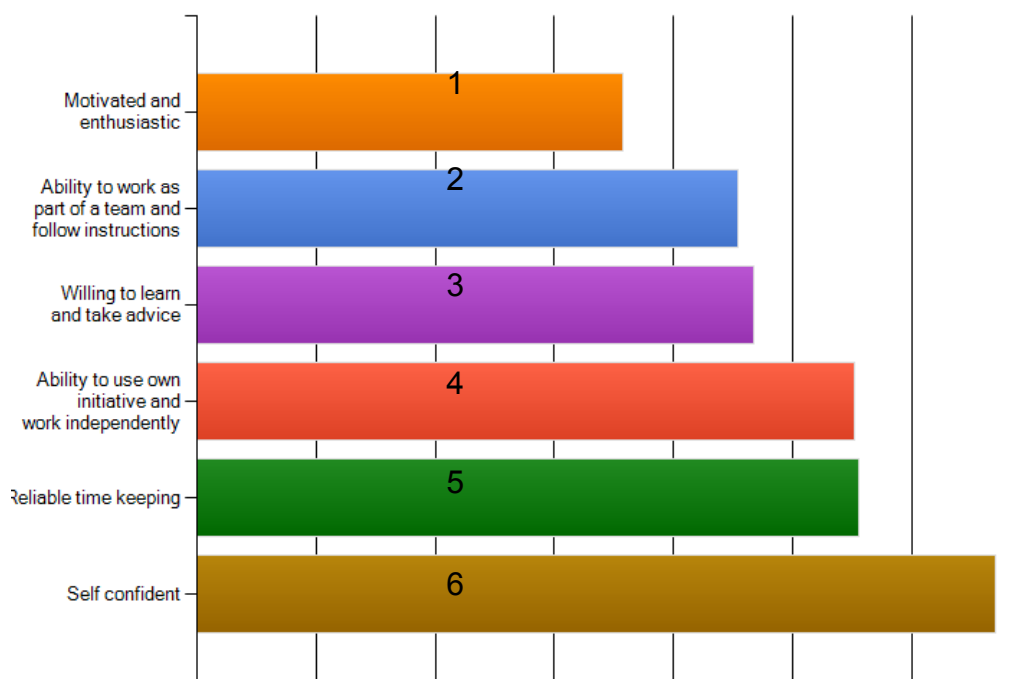
[Create Chart](#) [Download](#)

	1	2	3	4	5	6	Rating Average	Response Count
Ability to work as part of a team and follow instructions	44.4% (28)	25.4% (16)	11.1% (7)	4.8% (3)	6.3% (4)	7.9% (5)	2.27	63
Ability to use own initiative and work independently	25.8% (16)	33.9% (21)	11.3% (7)	8.1% (5)	9.7% (6)	11.3% (7)	2.76	62
Willing to learn and take advice	35.9% (23)	25.0% (16)	18.8% (12)	10.9% (7)	7.8% (5)	1.6% (1)	2.34	64
Motivated and enthusiastic	62.1% (41)	19.7% (13)	6.1% (4)	6.1% (4)	1.5% (1)	4.5% (3)	1.79	66
Reliable time keeping	30.0% (18)	28.3% (17)	11.7% (7)	5.0% (3)	13.3% (8)	11.7% (7)	2.78	60
Self confident	13.3% (8)	28.3% (17)	16.7% (10)	11.7% (7)	11.7% (7)	18.3% (11)	3.35	60
Other (please specify) Show Responses								1
answered question								66

Notes:

The one response cited “to be open to new ways of working, not to get too homesick”.

What type of attitude would you expect from them? (Please rate them in order, i.e. 1 is the most relevant, 2 is the next most relevant, etc.)



9. What could we do to address any concerns you might have about offering a transnational work placement?

[Download](#)

	Response Count
Show Responses	29
answered question	29
skipped question	37

Notes:

Some organisations stressed the requirement for good communication skills, mostly in English but also other European languages, while two mentioned a need for help with work permits, travel and accommodation. Another two employers wanted to know more clearly what the opportunities and benefits would be for them, but the largest single group of comments related to concerns over the selection process for placement students. They needed to know more about the background of prospective placements, including CVs and references in advance of making a commitment to take a student.

10. For companies interested in taking work placement students, please leave your contact information so we can follow up with you in the future:

[Download](#)

	Response Percent	Response Count
Company Name: Show Responses	100.0%	33
Company Contact: Show Responses	100.0%	33
answered question		33
skipped question		33

Note:

The company names and contact details have not been included in this resource.

10.3.4 Roland Berger (Munich) Perspective of Placement - End - 9th May 2012

Welcome and confidentiality statement

1. Do you regret your decision to offer a transnational placement?

Not at all – especially in Albert’s case since he fitted in very well with an existing international environment at Roland Berger. (In the department where he worked, 50% of the staff are not German nationals.)

2. What Knowledge, Skills and Attitudes helped the students to succeed on a transnational placement?

Knowledge of German and technical skills were very helpful since Albert needed to respond to emails that were written in German and build on his programming skills whilst on placement. An attitude of being open to new ideas is also important. (Happily, the very fact of applying for a transnational placement demonstrates curiosity and flexibility.)

3. What problems did you meet as a result of the transnational nature of the placement?

No obvious ones – but it helped that Albert had both a background in German language and a similar cultural background.

4. What benefits did you receive as a result of the transnational nature of the placement?

It was good to have a native English speaker who could check English communications and also speak English with some of the international employees, for whom it is a second language. Much of the language of IT is also in English.

5. Do you regard the experience as a success?

Definitely – as is proved by Albert having been invited to stay on for a year and the company taking on two further interns.

6. Can you think of ways in which the universities could have provided more help to improve the success?

Providing the students with more information before they arrive. eg if the company has provided a job description, making sure that the student has had a chance to study it and clarify any aspects of it.

7. Can you think of ways in which you, as the placement provider, could have provided more help to improve the success?

I think help with finding accommodation, in the first instance, provides security for the student. Not at the level of providing accommodation but at the level of advising and pointing the student towards information and contacts.

8. Would you recommend others to offer transnational placements?

Of course: "There is enrichment for everybody". It helps if you are a large international company since you can find the right environment for the intern eg at Roland Berger a student with only beginners German would be placed in a department where (s)he did not need to speak to external clients and (s)he would have the support of colleagues who would be prepared to communicate in English if difficulty arose.

9. Do you have any general recommendations for improving the success of transnational placements for future participants?

The current 10 month internship arrangement works well for us. With short placements, there is a lot of uncomfortable and unproductive "settling in" time. Our view may well be held by other employers since they may be wary of letting students get involved in "real" work when they know that they will leave soon. With this in mind, from both the student's and the employer's point of view, a longer placement gives a better return on the investment.

Any further comments? See over eg unexpected things.....

11 Appendix - Internationalising the Graduate Skills Development Curriculum

11.1 Graduate Development Unit - “Introductory” Activity

Maritime and Technology Faculty

Technology School

Graduate Development SMT130

Activity 1

Introduction

The Graduate Development unit is about exploring your aspirations for the future and developing a ‘road map’ for meeting them. This road map might be about different skills that you might need to develop, networks that you need to build or experience that you need to gain. As part of this the unit explores a range of issues around employability, career development and professionalism and is also designed to prepare you for year 3 (level 6) of your course in terms of your final year project and your final year options. This activity is designed to ‘set the scene’ for the unit.

Intended outcomes

At the end of this session, you should be able to: 1. Make a fair contribution to the work of a group 2. Recognise future life options

Tasks

This activity must be conducted in groups of three or four and no more (ideally four). Each group should work around a square of four small tables.

1. As a group discuss and agree a list of possible opportunities that might be made available to you as a Graduate. You can divide these into:

- General opportunities **(including international)** available to graduates
 - Specific opportunities available through your specific subject area
- For each of these you could identify any particular knowledge and/or skills that you would have acquired to make the most of these opportunities (Time for task: 15 minutes)

2. Discuss any specific goals or destinations that members of the group might have (do you have any personal aspirations at this stage). What might you have to do to meet these goals (time for task: 15 minutes)?

3. When all of the groups have completed the facilitator will organise some feedback (time for task: 15 minutes)

Looking back on the activity (5 minutes at the end of the session or afterwards)

This reflection task should be written:

4. What was your contribution to the group? What sorts of things did you do?

5. Do you think you made a positive contribution to the group? If so, in what way? 6. Next time you work in a group what might you do the same? What might you do differently?

Follow-up Tasks

7. You should be enrolled on the Graduate Development myCourse site, if not you should enroll

11.2 Graduate Development Unit - “Getting your CV right” Activity

Maritime and Technology Faculty

Technology School

Graduate Development SMT130

Activity 5

Introduction

Your CV (along with a covering letter, perhaps) is often the first contact that you might have with an employer or other organisation. Needless to say then it is important to have a well developed CV. This activity focuses on the construction of the CV. The activity distinguishes between the presentation of a CV and the information that it contains.

The purpose of the start of the unit was to encourage you to think about your own skills and attributes and the way in which they may be presented in order to ‘market yourself’. Over the next weeks you will be taking part in a recruitment and selection exercise and so you will have the opportunity to practice some techniques for achieving this.

Intended outcomes

At the end of this session, you should be able to:

1. Recognise the key attributes of a CV
2. Identify the key contents of a CV

Tasks

This activity must be conducted in groups of three or four and no more (ideally four). Each group should work around a square of four small tables.

1. As a group discuss, agree and record a list of rules that might be applied to the presentation of a CV. Put yourself in the position of someone who reviews CVs. What judgements do you think they may be making? (Time for task: 20 minutes).
2. Make a list of the key sections that should comprise a CV. What order do you think these ought to be presented in? How might the sections be structured? (Time for task: 20 minutes).
3. **Identify what form of CV might be helpful in seeking employment within the European Union, and how might this be generated.**
4. There will be some feedback at the end of the session.

Looking back on the activity (5 minutes at the end of the session or afterwards)

This reflection task should be written:

5. Do you think that you have fully met the outcomes for the session?
6. On what basis have you made that judgement?

Follow-up Tasks

7. In the light of the outcomes from this session, you might like to revisit your own CV.
8. You can enroll on a myCourse site called careerbox. This has some advice on CV writing. You might also like to investigate the services that are provided by the University through Employability and Jobshop.
9. **Generate your Europass CV using myCourse/Mahara.**
10. **Identify additional EU documents that assist European employers, educational institutions and training providers understand your competencies, skills and qualifications.**

11.3 Graduate Development Unit - “Global Project Management” Activity

Maritime and Technology Faculty

Technology School

Graduate Development SMT130

Activity New?

Introduction

In the 1st year Group Project unit you gained skills and experience of working in a team. There are many companies in the region and more widely in the UK that operate on a global scale. It is also increasingly the case that software is developed online in international teams.

This activity encourages you to consider key factors that need to be taken into account when working in international project teams, and software and other tools and techniques that should assist such working.

Intended outcomes

At the end of this session, you should be able to:

1. Identify key social and physical factors that need to be taken into account for international project team working
2. Identify software tools and features that assist such working

Tasks

This activity must be conducted in groups of three or four and no more (ideally four). Each group should work around a square of four small tables.

1. As a group discuss, agree and record a list of social and physical factors that need to be taken into account in international project team working. (Time for task: 20 minutes).
2. Identify software tools and features that should assist such working. (Time for task: 20 minutes).
3. There will be some feedback at the end of the session.

Looking back on the activity (5 minutes at the end of the session or afterwards)

This reflection task should be written:

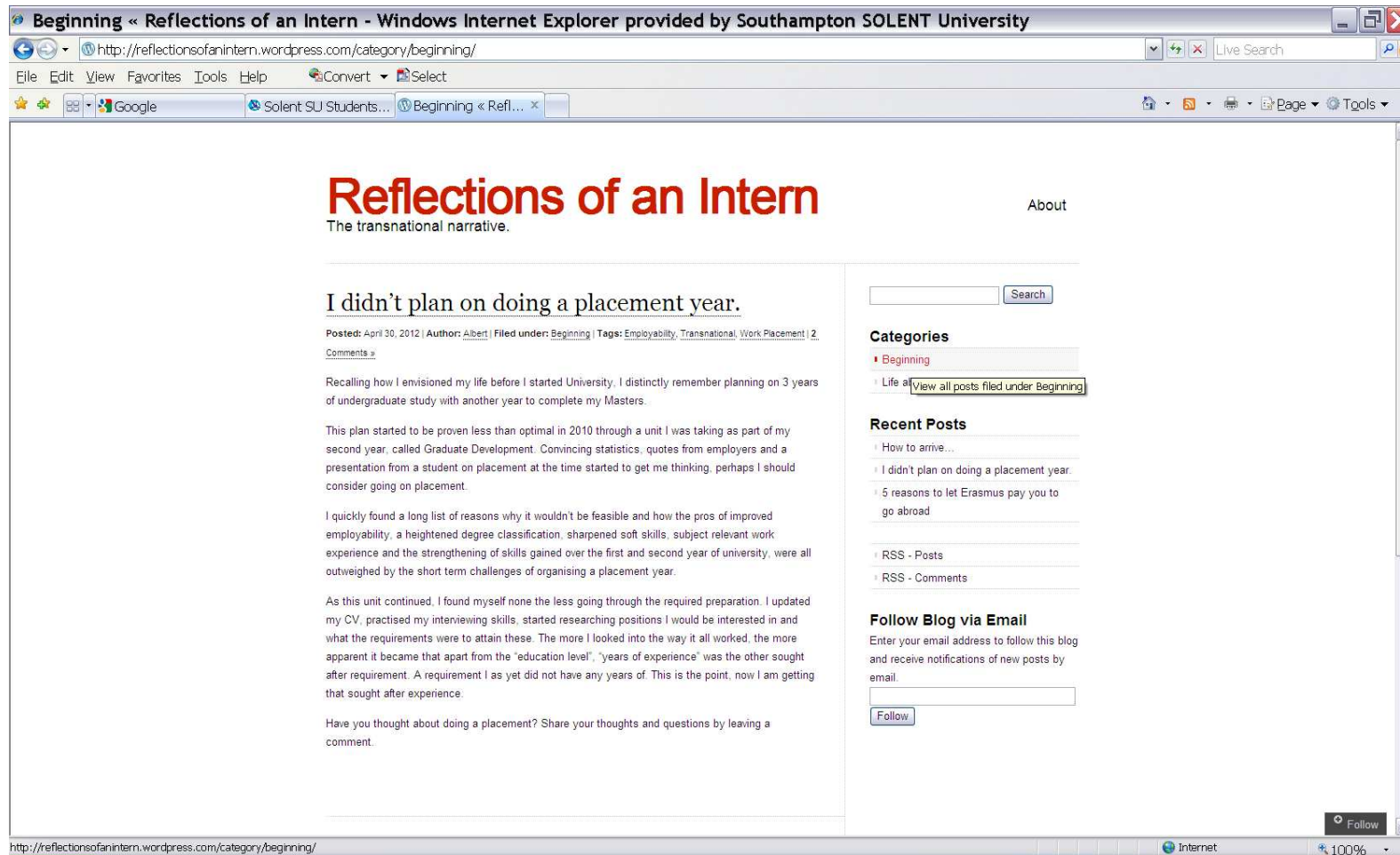
4. Do you think that you have fully met the outcomes for the session?
5. On what basis have you made that judgement

Follow-up Tasks

6. Investigate in depth the support available in one of the tools identified in 2.

12 Appendix - Development of Transnational Work Placements

12.1 “Reflections of an Intern” Transnational Blog



12.2 Placement Opportunity in Germany “Flier”

Would you like to improve your employability by taking a placement year in Germany? IF YES, THEN READ ON!

We already have on student on placement this year and others are wanted for next year.

WHAT IS IT? - As part of a joint employability initiative with the b.i.b. International College in Germany, the Business Computing course team can offer the opportunity of 2 “paired” placements in each of 2 companies in Germany – one identified to far is Roland Berger Strategy Consultants (www.rolandberger.com) in Munich.

WHY DO IT? – There is considerable evidence that companies value applicants who have gained international work and cultural experience.

WHAT IS THE JOB? – This is to be discussed and decided, but would reflect the knowledge and skills gained from your course, as well as the requirements of the company and your interests.

CAN I AFFORD TO WORK AND LIVE IN GERMANY? - Our colleagues at b.i.b. advise us that the salary will be sufficient to cover at least the minimum €1000 (about £830) needed to cover basic living costs.

ERASMUS will pay your placement fess - £650 and also you may apply for a grant to help with costs, around £200 per month.

BUT I CAN’T SPEAK GERMAN! – English will be commonly spoken at work to help you, all that is expected of you is the commitment to learn or improve your German language skills before and whilst you are there.

WHAT SUPPORT WILL BE AVAILABLE? – b.i.b. and the course team will work closely to provide academic, pastoral and other support that may be needed.

WHAT IS REQUIRED? – Normally, you must have achieved at least a 2.2 profile in the 1st year (with no referrals), and that you have demonstrated a commitment to improve your employability skills (eg working in team) in particularly the Group Project and Graduate Development units. Preliminary use of the new SSU Mahara software for CV building would also be an advantage.

HOW CAN I APPLY? – Submit to Al Monger (al.monger@solent.ac.uk) a brief CV and accompanying letter of application indicating areas of work relating to your course that you are particularly interested in. Indicate also your current level of foreign language skills (if any).

WHAT NEXT? – Selected candidates will be invited to a SKYPE interview with one or both companies during February/March. Successful candidates will be informed as soon as possible after that to enable sufficient time for language and other preparation for the placement.

For further information or an informal chat, please contact: Al Monger (al.monger@solent.ac.uk)

13 Appendix - “Connections” Project Events

13.1 Employer/Student Interviews and Networking - 19th April 2012



HEA/UKCISA “Connections” Project¹ Event

19th April 2012 1pm-4pm

Technology School, Faculty of Maritime and Technology²

1pm-2pm: Buffet Lunch - RM405

Employer representatives, b.i.b. students and colleagues below +

Elina Dmowska - representing EISC Ltd/Toni Saraiva

Rosy Jones - Head of Employability and Enterprise

Elizabeth Selby - Dean of the Learning and Information Service (LIS)

2pm-3pm: Student Perspective - led by Jacqueline Tuson - RM331

Informal group interview of student perspective of the knowledge, skills and attitudes needed to work in a global context, and benefits/problems of transnational placements.

Martin Barber (LIS - Business Systems)

Thomas Becker (LIS - eDevelopment Centre)

Adrian Hanschmann and Pascal Wuebbeler (UKplc)

(Florian Opitz and Rodger Ruediger not present - finished at ANS late February)

2pm-3pm: Employers with Al Monger³ and Mark Udall⁴ - RM405

- Future collaboration with the School?, - b.i.b. students next year?, - marketing⁵ the outcome

- Connections Project: check approach to privacy as findings will go in public domain

3pm-4pm: Employer Perspective - led by Jacqueline Tuson⁶ - RM331

Informal group interview of employer perspective of the knowledge, skills and attitudes needed to work in a global context, and benefits/problems of transnational placements.

David Johnston - Director, ANS Ltd

Ronald Duncan - Executive Chairman and Technical Director, UKplc Ltd

Anton Jenkins and Kenton Wheeler, LIS - Business Systems

Rosemary Bock (for Steve Hogg), LIS - eDevelopment Centre

3pm-4pm: Students Meeting - introduced by Al Monger⁷ - RM405

Informal meeting between the b.i.b. and interested SSU transnational placement students.

¹ related to Leonardo Mobility IVT Student Mobility Project

² Admin: Sue Bowles - PA to Dean John Millioan - adjacent to RM405 - 023-80319330 (or X3330)

³ Al Monger - Academic Leader (External Development) - 023-80319385 (or X3385) - RM428

⁴ Mark Udall - Head of Technology School

⁵ Jayne Cleverley - Marketing and Communication Service (also taking photos of the event)

⁶ Jacqueline Tuson - Faculty Staff Development Officer

13.2 Dissemination - 28th June 2012

Development of Transnational Work-Based Learning in the Curriculum

- Date: 28th June 2012
- Start Time: 12:00pm
- Location/venue: Southampton Solent University - HC019 (Herbert Collins Building)
- Hosted by the Technology School of the Faculty of Maritime and Technology

The purpose of this event is to disseminate the results of a pilot HEA/UKCISA “Connections” project: **Development of Transnational Work-Based Learning in the Curriculum - An Approach Informed by the Student Experience** - a collaborative project of the University, the Students Union, the Germany-based b.i.b. International College and the European Information Service Centre Ltd - an Enterprise Europe company.

This event should be of interest to those who seek to develop the provision of work placements abroad and learning activities for all students that develop skills for working in the global economy. According to Erasmus statistics available on the British Council web site, only about 500 UK students pursued work placements in “Science, Mathematics and Computing” in 2009-10, and so this event may well be of particular interest to those delivering courses in STEM disciplines.

The provisional programme is:

12.00-12.45 - Registration and lunch

12.45-13.00 - Intro to the project team and approach to the event

13.00-13.15 - Overall context, rationale, approach and outcomes of the project

13.15-14.30 - Presentation and discussion of the following:

- Employer/student transnational placement interview/survey findings
- Corresponding potential enhancement to the global skills development curriculum
- Recommendations for the design of corresponding learning activities
- Social media experiment to inspire students to gain international placement experience

14.30-14.45

- An international perspective provided by a participating employer in the project - **Applied Network Solutions and Amlib UK Limited**

14.45-15.00 - Tea/Coffee

15.00-16.00 - Reflections on the journey, where might we go now and who might we share it with?

Contact Emails

For registration: sue.bowles@solent.ac.uk

About the project and event: al.monger@solent.ac.uk

14 Appendix - Transnational and Institutional Comparative Review

14.1 Introduction

This section provides a positional and comparative review of our respective educational, industrial and cultural national contexts with respect to graduate employability. This therefore provides a background rationale to the project themes discussed in section 3, and should help to indicate at the outset where each institution can gain maximum benefit from this project and its initiatives, and what we can learn from each other.

This following definition of employability is used as a basis for this project:

“a set of achievements - skills, understandings and personal attributes - that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy”. (Yorke 2006)

It is drawn from the influential and substantial Learning and Employability Series 1 and 2 publication of the UK Higher Education Academy Enhancing Student Employability Co-ordination Team (ESECT). This series is based on the work of many authors and cited by many studies, and is a major source of reference for this project.

14.2 Higher and Vocational Education in Germany and the UK

The German educational system is quite complex: although the entire school system is under the supervision of the state, educational administration and legislation is exercised by the Laender (federal states). This means in effect that there are 16 educational systems within the Federal Republic of Germany. Basically, the German education system can be divided into five areas: pre-school education, primary education, secondary education, tertiary education and continuing education. Whereas the transitions from pre-school education to primary and secondary education are quite clearly defined, the same cannot be said about the transition from the secondary level, as table 1 shows:

Post-compulsory education/upper secondary and post-secondary level

(i) Types of education

General upper secondary school (<i>Gymnasiale Oberstufe</i>) at the following school types: <i>Gymnasium/Berufliches Gymnasium/Fachgymnasium/Gesamtschule</i>	15/16-18/19 years of age
Vocational education and training <i>Berufsfachschule</i> (full-time vocational education) <i>Fachoberschule</i> (full time vocational education) <i>duales System - Berufsschule + Betrieb</i> (dual system: part-time vocational school and part-time on-the-job training)	15/16-18 years of age 16-18 years of age 15/16-18/19 years of age

Post-secondary non-tertiary education <i>Berufsfachschule</i> <i>Fachoberschule</i> <i>Abendgymnasium/Kolleg</i> <i>duales System - Berufsschule + Betrieb</i> (dual system: part-time vocational school and part-time on-the-job training)	19-22 years of age 18-19 years of age 20-35 years of age 19-22 years of age
---	--

Table 1 - Source: Eyridice: National system overviews on education systems in Europe and ongoing reforms, Germany, July 2010, p. 4 (online);

http://eacea.ec.europa.eu/education/eurydice/eurybase_en.php#germany, retrieved on 28.03.2011

At the core of this system lies the “*tension between Bildung (personal development) and Ausbildung (training)*” (Arthur 2006). The main task of universities, based on the Humboldt tradition, is still seen as providing their students with the freedom to learn and do research, but not necessarily to provide them with a qualification which prepares them for entry into a profession. Conversely the main task of Berufsfachschulen (vocational schools/colleges) such as b.i.b. lies in providing vocational training schemes for their students so that they can find employment quickly. This dichotomy which still prevails in the German education system has led to a number of concerns, notably because it does not provide for a clear strategy for students in the post-secondary non-tertiary sector to go on to the tertiary sector. Another concern is that this strict division does not support the idea of a constant and beneficial exchange between theory and practice, because it does not foster the cooperation between universities or Fachhochschulen (universities of applied science) and employers.

In the UK, institutions (mainly Universities) operate autonomously in a unified national funding and quality framework. This has resulted in a wide range of University missions ranging from research-focussed to teaching-focussed, and varying policies on admissions. However, the secondary sector and associated qualifications (ranging from academic to vocational) reflects a complexity not that dissimilar to that in Germany.

SSU has positioned itself in recent years to provide a student experience that relates theory to practice, and to optimise employability and gaining employment. Furthermore, it seeks to provide access to a wider range of learners through partnerships with a diverse range of schools and colleges in the region, and more flexible opportunities to learners currently in employment.

b.i.b. has taken great care to provide opportunities for their students to develop their academic skills in recent years in order to facilitate their transition to the SSU. However, a closer cooperation between b.i.b. and SSU students during the second year would enable the students to benefit from each other’s knowledge and also ensure that both the theoretical and the practical perspective is considered in their joint project work.

It is clearly vital that b.i.b and SSU continue to develop and deliver a student experience that meets the needs of our respective student markets and ultimately the needs of employers and society.

14.3 Meeting the Industry Need for Employable Graduates

There are many sources (eg CIHE) that show that industry expectation of graduates often centres around the areas of soft skills, (international) work-based learning, work-related learning and entrepreneurship. However, there is often a gap between industry expectation and the skills and abilities graduates bring into the company as indicated in chart 1:

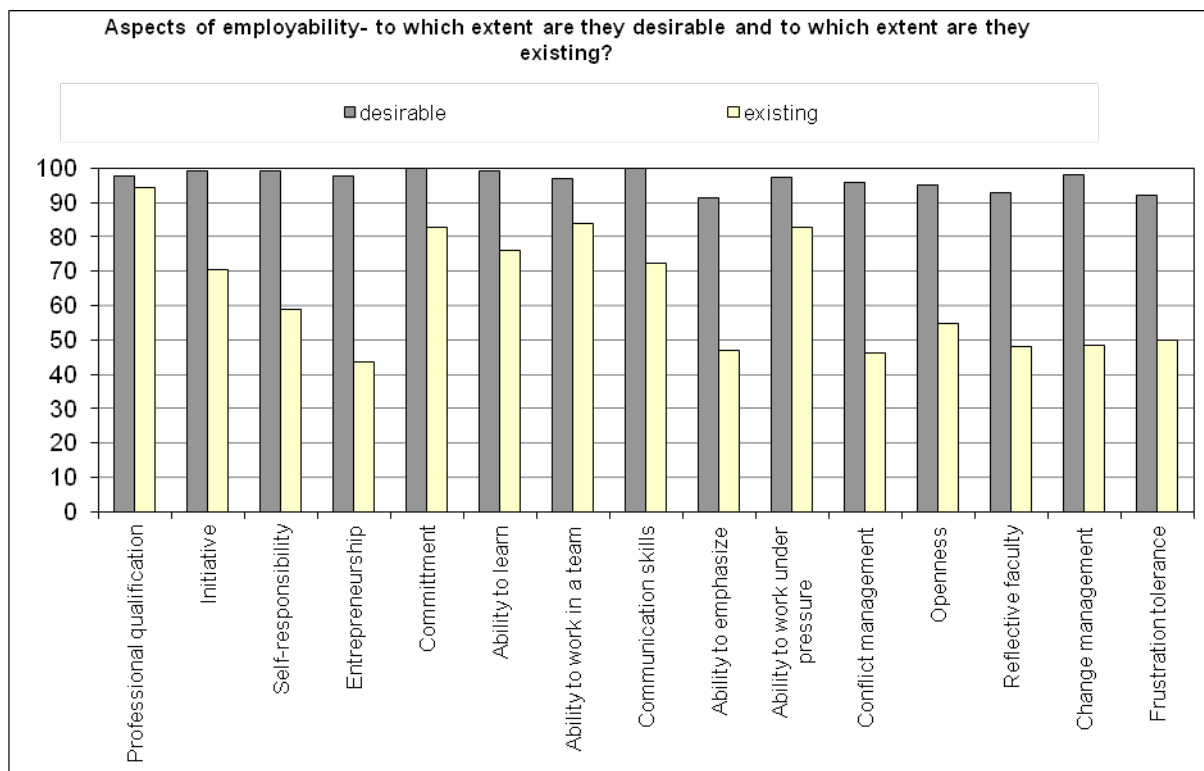


Chart 1 - Source: Rump, J / Eilers, S. (2005): Employability in der betrieblichen Praxis. Ludwigshafen 2005. (Original in German; translation by M.E.)

UK and German industry expectation of graduates with well developed “soft” employability skills (“Sozialkompetenzen”) such as team-working, communication and conflict management is broadly consistent (UKCES, CIHE etc). According to a survey carried out by the University of Freiburg German employers rank these skills as the second most important for gaining employment, after graduate commitment and motivation (Sperling 2008). Much development work has taken place in recent years to develop these soft skills on HE courses, and that is reflected in both SSU and b.i.b. In order to take the existing approaches one step further by giving their students an opportunity to develop their soft skills in an international learning experience, the authors of this report piloted a team-based project which is further described in section 6.

The UK and Germany (CHE) also rank institutions on this provision, although the CHE apply a methodology with a strong emphasis on social competence and, significantly in the context of this project, internationalisation. The industry need for international skills is discussed further in 3.3, and this is an aspect of the project that SSU students can particularly benefit from.

The industry preference for graduates with WBL experience is evident from many sources in the UK (eg Yorke 2006). This is mirrored in Germany by, for example, the renowned Staufenbiel Institut which show in their 2011 study that German employers regard work experience gained in an industry placement as the second most important additional graduate qualification. (Staufenbiel Job-Trends 2011). It is therefore key for both institutions to continue to develop these opportunities particularly with respect to flexibility, quality and access.

The international aspect of WBL is also key to the EU’s flagship initiative “Youth On the Move - promoting the learning mobility of young people”

(http://ec.europa.eu/education/news/news2540_en.htm which aims to “enhance the performance and international attractiveness of Europe’s higher education institutions and raise the overall

quality of all levels of education and training in the EU, combining both excellence and equity, by promoting student mobility and trainees' mobility, and improve the employment situation of young people" (COM 2010). This aim mirrors the requirements of EU employers: According to the latest Flash Eurobarometer, European employers in the industry sector and graduate recruiters with international contacts rate international work or study experience as very important for graduates (Flash EB no. 304 2010). Developing foreign language skills was also seen as an area of improvement for future graduates in this survey.

Work-related learning is a term increasingly used in the UK (eg Moreland 2006) to encompass not only work-based learning (ie learning in the workplace) but other learning that is beneficial to industry and employability. This includes learning from activities derived from the world of work (not necessarily in the workplace) and learning how to learn and self-manage (including ones career). In Germany, employers see work-related learning (in our context understood as "Praxisorientierung") during studying as key to gaining employability (Sperling 2008).

Entrepreneurship (and intrapreneurship within companies) is also increasingly viewed as essential for national and global economies. In an interview with Simon Brown, Director of the Southampton Business School and former chair of Enterprise Educators UK, Simon expressed the view that the UK sits somewhere between the USA (highly focussed on developing enterprise in HE) and Europe which is less so. Germany, in his view, channels ideas to "spin-outs" through highly successful research institutions rather than through educational institutions. Furthermore, he argues that employability skills should be extended from problem-based solving to developing qualities such as creativity and critical thinking.

Rump's and Eiler's empirical employer study on aspects of employability in companies (Rump/Eilers 2005) lists entrepreneurial skills among the "beschäftigungsrelevanten überfachlichen Kompetenzen" (employability skills that are not subject-specific) and sees a big discrepancy between the requirement for entrepreneurial skills in companies and the existing graduate skills in this area (see chart above). The authors claim that this is mainly due to the attitude of seeking security ("Vollkaskomentalität") which still prevails in German society and which is not compatible with the development of entrepreneurial skills. Lödermann and Scharrer (2010) suggest that in order to support the development of employability skills that are not subject-specific, HEs should develop more learning experiences within their curriculums that allow for the development of these skills.

Overall, enterprise education is developing in the UK (and in SSU) and to some extent in Germany, but has arguably further to go.

Finally, the active planning and development of one's career (often described as career management) has assumed greater importance in recent years particularly in the UK (Yorke 2006). This is reflected in the services and online tools now available in many UK Universities to support students in career management learning. However, there is less evidence of the development of career management learning in Germany.

In conclusion, this brief overview should provide confirmation and pointers to both SSU and b.i.b. for approaches to enhance the employability of our students. It also provides a rationale for the core project themes, drawn from this review and discussed in the next section, that can optimise the benefit that both institutions can gain from the shared knowledge-base of practice developed in this project.

14.4 References

ARTHUR, L., 2006. *Higher Education and the Knowledge Society: issues, challenges and responses in Norway and Germany*. Research in Comparative and International Education, 1(3), pp. 241-252

CHE - Centrum für Hochschulentwicklung: www.che.de

CIHE - Council for Industry and Higher Education: www.cihe-uk.com

COMMUNICATION FROM THE COMMISSION EUROPE, 2020. *A strategy for smart, sustainable and inclusive growth*

EUROPEAN COMMISSION, 2010. *Youth on the Move - strengthening support to Europe's young people*: ec.europa.eu/education/news/news2540_en.htm

EUROPEAN COMMISSION, 2010. *Flash Eurobarometer 304 - Employers' perception of graduate employability*: ec.europa.eu/public_opinion/flash/fl_304_en.pdf

EURYDICE, 2010. *National system overviews on education systems in Europe and ongoing reforms, Germany*: eacea.ec.europa.eu/education/eurydice/eurybase_en.php#germany

LOEDERMANN, A-M., SCHARRER, K., 2010. *Beschäftigungsfähigkeit von Universitätsabsolventen. Anforderungen und Kompetenzen aus Unternehmenssicht*. In: *Beiträge zur Hochschulforschung*

RUMP, J., EILERS, S., 2005. *Employability in der betrieblichen Praxis. Ergebnisse einer empirischen Untersuchung. Zusammenfassung*

SPERLING, R., 2008. *Berufsfeldorientierte Kompetenzen für Bachelor-Studierende. Qualifikationserwartungen von Arbeitgebern an Bachelor-Absolvent(inn)en*. Freiburg: Albert-Ludwigs-Universität Freiburg

STAUFENBEIIL INSTITUT, 2011. *Job-Trends-Studie 2011: Entwicklungen und Trends am Arbeitsmarkt für Absolventen*

UKCES - UK Commission for Employment & Skills: www.ukces.org.uk

YORKE, M., MORELAND, N., LITTLE, B. et al, 2004-06. *Learning and Employability Series 1 and 2*. Higher Education Academy